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ABSTRACT

This eighth grade Language Arts-Social Studies Curriculum Guide has been compiled to help the teacher develop sequential, relevant, and unified teaching units in language arts and social studies. Materials include (1) an overview of the general objectives, principles, and problems of an interdisciplinary approach, (2) such special aids for the teacher as formats for lesson plans, tests and methods for teaching capitalization, spelling, vocabulary, and word perception skills, and an explanation and adaptation of the Survey-Question-Read-Recite-Review method of teaching reading, (3) a discussion of the correlated areas of grammar, spelling, vocabulary development, writing, literature, and American and Tennessee history from 1865 to the present, (4) daily lesson plans for six units on "Basic Human Needs," "Man and His Environment," "Man's Boundless Influence," "Man's Interdependendence," "Man Meets the Challenge of Change," and "Man Attempts to Meet the Challenge of National and World Problems," and (5) appendices which include enrichment ideas and alternate generalizations for each unit, a checklist for teacher-made tests, suggested classroom and other resource materials, and a bibliography of curriculum development suggestions and of Tennessee and American history. (JB)

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A SUGGESTED GUIDE
FOR DEVELOPING THE
LANGUAGE ARTS - SOCIAL STUDIES PROGRAM

Grade 8

TE 002 181

Department of Instruction
Memphis City Schools
Memphis, Tennessee

1968

FOREWORD

It is imperative that the youth of today learn to accept the privileges and responsibilities required to live in a democratic society. To appreciate fully these responsibilities and privileges, youth must be given an understanding of their rich heritage and of the problems of contemporary society. Teachers of the social studies should recognize not only the necessity of giving youth an understanding and appreciation of the past, but also the necessity of helping them realize the demands of present-day social problems. Change and progress appear to be the certainties in our society.

The Language Arts-Social Studies Guide has been developed with three primary purposes in mind: (1) to establish unity of purpose and of viewpoint in the language arts-social studies instructional program, (2) to aid the teacher in presenting an orderly scope and sequence of content in grades seven and eight and (3) to help the teacher to recognize the relationships of this content to the present-day problems of living. The role of all teachers, particularly of language arts-social studies teachers, is to cause new concepts and understandings to emerge and to strengthen the basic democratic values. To fulfill this role, the teacher should recognize the value of the learners assisting in defining their goals in terms of their maturity and participating in the scientific process of solving problems as suggested in this guide.

It should be noted that this guide is printed in tentative form for teachers' evaluations. When a revision of this guide is made, it will be based on teachers' experiences, evaluations and suggestions. Your careful review of this guide and your suggestions for improvement are requested.

Acknowledgement is made of the fine work of the committee members in the production of this guide. Their untiring interest, ability and efforts applied to this task are appreciated. The Department of Instruction is anxious to observe this program in use, to study its results and to receive the comments and suggestions of the users.

It is hoped that he who reads will attempt to apply what he reads; that he who applies will evaluate, suggest, and criticize; most of all, it is hoped that he who applies profits.

INTRODUCTION

The junior high schools are concerned with the development of a curriculum which meets the particular needs of children during adolescence. This is a period of many changes during which pupils experiences rapid growth resulting in a heightened awareness of self and curiosity concerning the world around them. They are affected by emotional drives they do not understand which should be channeled into constructive learning and living activities. Early adolescents show an intense interest in problems arising out of their environment. They are curious about social, economic, and political conditions and trends, and about motivations and ideas which explain the behavior of human beings. They want to examine the varied facets of immediate personal and social problems so that, together with their peers, they may arrive at possible solutions.

In the language arts and social studies program, children are taught how to make full use of the resources of their environment and to work toward the solution of their problems.

This experimental program in the junior high schools is developed in accordance with the objectives for education formulated by the Department of Instruction. The language arts and social studies program reflects the philosophy of education for social living and general competency growing out of individual and group experiences. The junior high school eighth grade language arts and social studies curriculum is to be taught by one teacher in a two and one-half hour block of time. The language arts and social studies program provides:

1. *A program in which the skills may be taught effectively in relation to the purposes for which they are used*. These skills should include the fundamental tools of learning, reading, writing, speaking, listening and critical thinking, as well as the skills necessary for good citizenship in a democrati society. Since the teacher has fewer pupils for longer periods of time than the departmentalized program permits the teacher knows pupils' deficiencies and strengths better and can make greater provisions for individual differences.

2. *A two and one-half hour block of time which offers opportunity for more effective learning than is possible in a one-period schedule*. The longer period of time allows for a flexible program which permits a breakdown of subject lines and places fewer restrictions upon the materials and activities that may be used in the classroom. It also provides an opportunity for the teacher to meet individual differences in a class with a wide range of abilities.

3. *A better guidance program*. A language arts-social studies teacher has more time to work with the pupil. In addition, the teacher has at hand adequate information concerning the pupil, such as cumulative records, results of achievement tests, reading tests and interest inventories. Therefore, the language arts-social studies education teacher is in a better position to help the pupil than a teacher having more pupils for a shorter period of time. Classroom activities built upon the interests and needs of the pupils enable the teacher to handle and solve most of the discipline problems.

4. *A schedule that permits a teacher to plan field trips and meaningful activities out of the classroom without disrupting other classes*. Thus, no hardship is imposed upon either teachers or pupils.

5. *A reduced teacher-pupil load*. It is estimated that in this situation a full-time teacher will have about 90 to 100 pupils per day whereas a departmental teacher has about 150 to 175 pupils per day (5 classes of approximately 30 each). Fewer students make possible

a closer relationship between the pupil and the teacher and a reduction in the clerical work necessary in keeping records. Less clerical work provides additional time for the increased teacher-planning which becomes necessary because of the variety of subjects taught in the block of time and the additional activities necessary to a well-developed program.

Learning is a change in behavior. If pupils are to have worthwhile educational experiences in the classroom, the teacher should assume responsibility for providing the most favorable conditions to bring about desirable behavioral changes.

If, for example, a pupil is to learn how to work on his own, the teacher makes possible situations in which the individual student develops his skills, builds self-confidence, accepts his limitations as well as his strengths, overcomes fears, develops understandings and endeavors to bring his prejudices under control.

If a pupil is to learn how to get along with others, it is the teacher's responsibility to provide a variety of group experiences through which he learns to work with his peers.

Teachers need to know the aims and purposes of education in order to develop the knowledge and understandings for guidance; habits and skills for performance; attitudes and appreciations for helpfulness in order to bring about happiness and satisfaction at different levels of school work.

To enable the teacher to correlate the two areas, language arts and social studies, it is necessary to establish not only generalized goals but also specific objectives.

It is the perogative of the teacher to add to or delete, or to begin and expand into various directions in the teaching of social studies.

The teacher shall decide which skills her pupils are deficient in and stress these areas, or delete skills which her pupils do not need in language arts.

CONTENTS

Foreword ii

Introduction iii

General Objectives 1

Principles and Problems 2

SPECIAL AIDS FOR THE TEACHER

A Word to the Teacher 8
First Week 9
Suggestions from the Teacher 10
Lesson Plan Guide 11
Pretest I, Capitalization 14
SQ3R Adaptation 15
Lesson Plan Format 16
Profundity Scale Chart 18
Use of the Profundity Scale 19
Slant Line Guide 20
Teaching Vocabulary 21
Research About Spelling 22
Diagnostic Spelling Test 23
Diagnostic Test of Word Perception Skills (Teacher) 25
Diagnostic Test of Word Perception Skills (Student) 27
Suggestions from the Teacher 29
Diagnostic Remedial Referral 32
Materials and Suggested Use 33
How We Learn 34
Learning Experience Flow Chart 35

Areas Correlated 36

Eighth Grade Textbooks 37

Getting Acquainted with the Guide Outline 39

Yearly Overview 40

UNIT ONE 43

- Overview 44
- Guide Outline 45
- Unit Evaluation Sheet 57

DAILY LESSON PLANS 58

- Week One Daily Lesson Plans 59

UNIT TWO 79

- Overview 80
- Guide Outline 81
- Unit Evaluation Sheet 91

UNIT THREE 92

- Overview 93
- Guide Outline 94
- Unit Evaluation Sheet 104

UNIT FOUR 105

- Overview 106
- Guide Outline 107
- Unit Evaluation Sheet 113

UNIT FIVE 114

- Overview 115
- Guide Outline 116
- Unit Evaluation Sheet 124

UNIT SIX 125

- Overview 126
- Guide Outline 127
- Unit Evaluation Sheet 135

APPENDIX

- Enrichment Challenge
- Alternate Generalizations
- Language Arts-Social Studies Skills
- EVALUATION
  - Teaching Evaluation
  - Learning Evaluation
  - Checklist Guide for Teacher-Pupil Interaction
  - Student Self-Evaluation Checklist
  - Tips for Teacher-Made Tests
  - Teacher-Made Test Checklist
- Suggested Classroom Resource Material
- General Resource Material
- Books about Tennessee
- *Recommended Reading for Junior High School American History*
- *Recommended Reading for Junior High School American History*, Unit I
- Bibliography

GENERAL OBJECTIVES

This Suggested Guide for Developing the Language Arts-Social Studies Program is not a prescription to be explicity followed by is a compilation of many and varied suggestions to help the teacher in developing teaching units. These suggestions should stimulate further thinking and serve as a catalyst in the production of unit planning.

The following are the general objectives which have been the directing forces in the development of this guide:

To identify the basic principles and problems related to language arts and social studies that have a bearing on planning.

To view some of the general characteristics of early adolescents which have implications for education.

To examine the skills, understandings, and attitudes inherent in the areas of study.

To provide a suggested scope and sequence for the curriculum development.

To suggest generalizations, concepts, and related ideas which would assist in the development of information and activities.

To furnish suggestions for materials, activities, teaching aids, and evaluative procedures for building a learning unit.

To provide a means for helping the teacher organize materials so that the fusion of language arts and social studies can be made more readily.

To help the teacher include in the learning units certain values basic to education in a democracy

To utilize the appropriate resources of the school and community appropriate to the curriculum.

To make provision for having instructional material available.

To furnish sufficient flexibility so that the teacher may provide for individual needs, abilities, interests, backgrounds, and personality structures.

To sensitize the teacher to the need for teacher-pupil planning and for guiding the learning experiences.

PRINCIPLES AND PROBLEMS*

In developing this guide for language arts-social studies a review of basic principles and characteristics relative to the adolescent was made: that is, opportunities for self expression, development of leadership, individuality, and other qualities necessary and important to this age level; developmental characteristics peculiar to this group which have implications for the principles considered.

These are so significant, especially to the humanitarian aspects so integral in the Language Arts-Social Studies Curriculum, that a sampling review is being included in this guide.

Basic principles and problems to be considered in planning and using the Language Arts-Social Studies junior high curriculum:

Provision is made for pupils to assume increasing responsibility for making decisions involving both individual and group action, and for carrying out plans to implement these decisions.

In applying this principle in the classroom, the teacher should emphasize the identification of problems which concern the individual and the group and make provision for the solution of these problems. The teacher will also need to interpret the problems of society in such a way as to assist the pupils in gaining understanding of the society in which they live. In most cases this process will begin with their immediate problems of living.

Pupils increasingly share in the determination of the goals to be achieved in each learning activity and in the making of plans to achieve these goals.

It has been said that one who always serves the purpose of another cannot be free; he is a slave of the one whose purposes or goals he serves. Therefore, the teacher, in applying this principle to the learning process, should use pupil-teacher planning with active pupil participation insofar as possible. If the pupils are permitted to participate in setting goals, they are more apt to see the significance of them, to accept them as their own, and to work with more interest and purpose in the everyday class procedures toward their achievement.

Pupils increasingly participate in the process of evaluating both individual and group growth toward recognized and accepted goals.

When the learners assist in defining their goals and participate in evaluating their own progress and achievement, the goals become meaningful. When the teacher alone does the evaluating, the learner is likely to make pleasing the teacher his goal. As a result he serves the teacher rather than gaining freedom for himself.

Activities appropriate to the interests, abilities and needs of all adolescents within the area served by the school are included in the program.

American public education is committed to the principle of "education for all youth." This is particularly true in the case of the junior high age pupil because of compulsory school attendance laws. Logically and morally, public schools are responsible for setting up an educational program sufficiently broad in scope and flexible in nature to include the interests, abilities and needs of all youth. Youth of this age level differ profoundly, but they have many things in common. For example, all can learn to some degree; however, the rate of learning is different. All need affection; however, they respond differently to affection. All such differences and likenesses should be considered when organizing a program for the early adolescents.

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*An Adaptation of: Guide for Social Studies, A, Grades Seven, Eight, and Nine, Publication No. 101–G, State Department of Missouri, 1965.

Program provides appropriate activities to make it possible for each pupil to experience success.

Constant failures in the learning process, often caused by experiences which are inappropriate to the ability, interests and needs of the learner, lead to frustrated personalities, apathy and irresponsibility. Successful experiences in learning which are appropriate to the learner, and the goal which he accepts, lead, on the other hand, to a balanced personality, a desire for further learning, and a feeling of responsibility and security.

Program makes it possible for pupils to gain an understanding of varying value systems of different socio-economic class groups and to develop a more consistent value system of their own.

Many lifetime values are established during early adolescence. In any school there are pupils with many and varied backgrounds and value systems. The junior high school program should make it possible for all pupils to become aware of their own values, to examine them in the light of their origin, and to compare them with other individual or group values. The school program should provide opportunities in all subject matter areas which develop and strengthen the basic democratic values.

Program provides activities designed to help young adolescents deal with problems that are unique to their age group.

Effective learning at any education level takes place when the learner is engaged in experiences which he recognizes as being of concern to him; therefore, the curriculum should provide many opportunities for youth to deal with his own problems.

Ways to make application of the principles in the classroom are many and varied; however, a sampling follows. In order to most successfully accomplish such applications, the general development characteristics of the adolescent appropriate to these principles are also noted.

Applications of the Basic Principles as Related to Developmental Characteristics:

The early adolescent desires outlets for self-expression.

Some indications of this characteristic:	How the teacher can help:
Desires to participate in creative and manipulative activities.	Provide handwork for pupils to explore and develop new skills.
Likes to argue and to hear the sound of his own voice and to express his own ideas.	Capitalize on this trait in allowing pupils to work in class and group discussion.
Has tendency to copy speech pattern from person he is idolizing at the time.	Provide through recordings and audio aids good voice and speech examples, explain voice change.
Determine to have his own way.	Offer opportunities for teaching "living with the consequence" and emphasize the trial-and-error method in experimentation; don't take advantage of his inexperience; be sympathetic.

The early adolescent is concerned about his relationship with other people.

Some indications of this characteristic:	How the teacher can help:
Desires to become useful and accepted.	Provide experiences to help pupils feel useful and accepted in the classroom.
Has an inclination to question adult conduct and standards.	Sponsor pupil-teacher and pupil-parent discussion groups; present units of work which will teach the basic concepts of respect, customs and culture.
Has difficulty in getting along with people, tends to blame others.	Provide for frequent changes in membership groups; promote many group projects.

The early adolescent tries to achieve independence without losing his security.

Some indications of this characteristic:	How the teacher can help:
Is willing to work hard to gain some recognition.	Provide for many successes in the classroom.
Has tendency to regress to childish ways to regain or insure security.	Provide participation in many adultlike situations where responsibility is taught and required.
Desires to be grown up.	Promote activities which provide for adultlike ways of behavior.
Desires to make his own choices and decisions.	Utilize teacher-pupil planning and guide assignments and activities.

The early adolescent strives to develop personal values.

Some indications of this characteristic:	How the teacher can help:
Accepts explanations and decisions that are reached through reasoning.	Set up classroom situations involving problem-solving procedures.
Adheres to his code of behavior which is based on a concern about right and wrong.	Offer opportunities for participation in evaluating class rules, achievements and projects.
Exhibits a keen sense of loyalty.	Organize projects where this trait can be exercised, such as contests, debates, etc.
Has a desire to reconcile events or happenings he observes with idealistic teaching.	Plan activities, at certain times, of a historic and patriotic nature; encourage formal ceremonies on certain occasions, such as the pledge to the flag.

The early adolescent wants to participate as a responsible member of school and home society.

Some indications of this characteristic:	How the teacher can help:
Wants to be socially accepted.	Bring in community leaders for discussion of social acceptance; plan events through which all pupils are accepted socially.
Has urge to be a full-fledged citizen.	Promote activities which give experience in parlimentary procedure, voting, campaigning and group decisions.
Desires to participate in planning, accepting and rejecting suggestions.	Plan for cooperative participation which involves discussing, committee reporting, and evaluating.

The early adolescent wants to learn new skills and gain additional knowledge which ultimately leads to independence.

Some indications of this characteristic:	How the teacher can help:
Is interested in gathering information and developing meaningful skills.	Promote improved instruction in the basic skills of reading, writing, and spelling.
Desires a better understanding of his own ability.	Provide a well-balanced program of guidance and testing.
Desires to learn many skills.	Supply sufficient activities and visual teaching aids for application of the skills learned.
Is an enthusiastic and avid reader.	Provide library opportunities and guidance in reading activities.

These guiding principles and development characteristics are by no means complete but are meant to serve as a point of departure for further study.

Special Aids for the Teacher

A WORD TO THE TEACHER

*"The teacher should always be mindful of the fact that there is an intimate relationship between the nature and substance of the stimulus he provides in the classroom and the process by which the learner receives this stimulus, integrates it in his mind, and covertly or overtly responds to it, now or in the future."

The teacher and students should plan the classroom responsibilities throughout the year so that:

Each child is made to feel important.

"Loners" are given jobs in which they must work with others.

Work committees allow students to assume leadership and responsibilities.

Students work with many members of the class.

Boys and girls work together.

Students should be given jobs of responsibility in which they can succeed.

Students perform in a variety of fields.

Students evaluate themselves and others.

The entire class assumes responsibility.

Good organization creates a more disciplined classroom. Example: Assign jobs to members of the class, rotating so that every student has a job often. Jobs might include: writing assignment on board and erasing same next day; giving out papers, books and other materials; taking up papers, books and other materials; carrying attendance slip to office; preparing for TV, films, overhead projector, etc. Students construct a Responsibility Chart on which jobs are listed.

Be enthusiastic yourself since your attitude overflows to the students.

Take time to discuss the objectives for the year with the students and ask them for suggestions of activities they would like to do to accomplish the objectives.

With the students plan some evaluation for each unit other than a test. The extra evaluation might be a play, skit, exhibit, living museum, or open-house for other students and/or parents.

Every paper checked should receive two grades, one for content and one for correct usage.

Return checked papers the following day. Go over papers in class, discuss and explain corrections. The use of an overhead projector makes this procedure easier and faster.

*Gibson, John S., New Frontiers in the Social Studies.

Use pretests, check tests, and mastery tests from Building Better English, (8), pp. 311T-366T.

Keep a dictionary in every desk and insist on students using it.

Insist on use of Slant Line Guide in all written work.

Use sentences, paragraphs, and descriptive passages from related content area to teach Language Arts Skills.

Write the assignment on the board and leave it there until ready to write next assignment.

Reserve a section of the bulletin board for display of students' work.

The teacher should write detailed plans for each week's work. The purpose of the weekly plans are:

To list activities of the unit.

To plan lessons in skills, literature, writing, speaking.

To develop a free reading program.

To develop a spelling program.

To develop an interest in current events.

To list resources and materials.

To determine evaluation measures.

AGENDA

2½ HOURS

Social Studies Word List of Vocabulary words	10 min.
Spelling and Writing	30 min.
Social Studies	40 min.
English	30 min.
Literature	40 min.

Suggestions from the Teacher

This guide was formulated by a committee of teachers. You are requested to tear out this sheet at the end of the year and return it to the Language Arts - Social Studies division at the central office with suggestions for improvement, both additions and deletions.

A LESSON PLAN GUIDE

Purposes:
What am I trying to do?
What would my pupils' related purposes likely be?

Materials:
What materials will help me to achieve my purposes?
Materials for my own preparation and use?
Materials for pupil use?

Methods:
What techniques seem most suitable for using these materials to achieve my purposes?
Lecture? Demonstration? Supervised study? Socialized recitation? Committee work? Audio-visual?

Getting Started:
How will I get started with the class?
Relate activities to the past and/or future.
Show the "why" of the activity to pupils if not apparent to them and genuinely accepted by them.
Provision for routine matters, as attendance checks, so as not to interfere with opening learning activity.

Changing Pace:
How will I change pace from one activity to another without confusion and disorder?
How will I decide on-the-spot when the time is ripe for such changes?

Concluding the Lesson:
How will I bring the lesson to a fitting close?
What required or suggested assignments will I make to the individuals, looking forward to the next day's activities?
What will I do with a few minutes of extra time if we finish our work before the end of the period?

Special Items:
Routine matters: Have I provided for them?
Motivation: What problems will I meet? How will I meet them?
Discipline: What positive forms of behavior control can I employ?
Individual differences: How, specifically, can I provide for them in my lesson plan?
Evaluating and grading: What tests, or other form of evaluation, should I use to check on what I have actually taught?

A LESSON PLAN GUIDE

PURPOSES:

MATERIALS:

METHODS:

GETTING STARTED:

CHANGING PACE:

CONCLUDING THE LESSON:

SPECIAL ITEMS:

LESSON PLAN NUMBER: DATE:

SUBJECT:

OBJECTIVES:

PROCEDURES: STUDENT ACTIVITIES: CONTENT:

EVALUATION:

CHECK TEST I

CAPITALIZATION

Capitalization: Deduct 1 point for each wrong capital or each omitted one.
Punctuation: Deduct 1 point for each wrong mark or each omitted one. In C, deduct 1 point for error in placing quotation marks wrongly in relation to other marks.

DIRECTIONS: Cross out each incorrect small letter. Avove, write a capital. (The numbers in parentheses refer to the rules that apply)

1. Judy exclaimed, "a week from today we
leave for colorado on our neighbor's plane,
the flying saucer!" (7, 1, 5)

2. That house at the northezst corner of
M M
the square belongs to mr. and mrs.
H H W
h.h. walton, who bought it fifty years
ago. (13, 9, 1)

S
3. stormed at with shot and shell,
B
boldly they rode and well .... Tennyson (8)

B F
4. Does the bay of fundy empty into the
A O
atlantic ocean? (3, 2, 1)

C H
5. In last week's "christian herald," i
read a review of a new book that gives
B
a summary of all the books of the bible
G R
from genesis through revelation. The
P
author is a presbyterian missionary.
(1, 11, 4)

B
6. Michigan boulevard is an interesting
C I
street in chicago, illinois. It runs
north and south along lake Michigan. (3, 1, 13)

F J
7. We celebrated the fourth of july by having
U
a picnic at uncle Carl's beach cabin and
A A
later going to see a pageant, american all,
H F
which had a good march, "hail to flag,"
in it. (1, 3, 12)

L
8. I believe that science, latin, and art are

among the subjects offered in the ninth
J H S
grade at Franklin junior high school. (14, 3)
M I
9. my irish uncle came to this country on an
S Q
old ship, the shamrock queen, just before
W W
world war I. (6, 1, 5)
P L
10. According to my grandfather, the park lane
T
theater was built in 1900. (10, 5)

ADVENTURES FOR READING BOOK I

An SQ3R adaptation of The Red Apple, pp. 15-20

Explain to the students that they are going to apply the SQ3R (Survey, Question, Read, Recite, Review) method to the story.

Survey: Ask the students, "What is the title?" "What do you think of when you see a red apple?" Listen to various responses. Their answers should express the senses of sight, feel, taste, smell. Ask students to read caption above the picture and scan the first five paragraphs, asking themselves questions as they read.

Question: Discussion of the first five paragraphs should be in the form of questions by the students or teacher with responses from the class. "Do you find a clue as to what the theme of the story is?" "A trade or swap is going to be made." "What two articles will be a part of the trade?" "Will Amy trade her beautiful green sweater for the old fiddle?" "Does anyone know what a fiddle is?" "What did Amy feel she just had to have?" "Can you guess why she wanted the fiddle so badly?" "What kind of person do you think Amy was?"

Read: "Let's read the rest of the story silently just for fun to find out why Amy just had to see Benny Ames. You may find some other surprises, too."

Recite: After students have finished the silent reading of the story, let them ask and/or answer questions about the story. "What surprises did you find?" "Why had Mr. Milo Starnes traded his old fiddle off?" "Was the Bantam rooster a villian or a hero?" "Did you know mink hides were valuable?" "Did Amy trade her beautiful green sweater for the old fiddle?"

Review:
1. What were some of the specific things Amy did for Mr. Starnes?
2. List Amy's trades in sequence.
3. Why do you suppose Amy quit wearing the beautiful green sweater, but wore it again in the latter part of the story?
4. At what point in the story did you guess why Amy wanted the fiddle? (Answers may vary.)
5. In what second way did Mr. Starnes show his gratitude to Amy?
6. Write a brief character sketch of one of the characters. Use one of the following as a title: "A Generous Friend", "Patience Is a Virtue", "Courage Conquers All", "Thinking of Others."

It is hoped that students will learn from practice with SQ3R to apply this method or a similar one to factual reading as well as literature.

LESSON PLAN FORMAT

OBJECTIVE: Prior to the instruction the teacher defines a concept which he intends his class to gain. This concept might be a goal, activity, or attitude. Because either physically or mentally it is an action to be achieved by the students, the objective purporting the concept should begin with an infinitive. Remember the infinitive must be in terms of students' behavior—not that of the teacher. Examples of such infinitives are "to understand," "to acquire," "to develop"—never "to teach" or "to guide." The objective should be clear in purpose, short, not too general.
Example: To learn to evaluate short stories by use of the profundity scale.

READINESS: A lesson should begin in the students' "universe"—not that of the teacher. For example, a discussion might be introduced concerning a school or neighborhood activity. The teacher so guides this discussion as to trigger students' interest in the concept to be taught, to give students necessary background for the concept, and to evaluate informally the students' preparation for the concept.
Example: "I understand that soon there is going to be a school dance. How many plan to go? Any one having a "blind date"? What are some qualities you judge when you meet someone for the first time?"

INTRODUCTION OF CONCEPT: With as much clarity as possible, the students are now led from their "universe" to that of the teacher. In other words, through heuristic questioning, they are led to express the concept the teacher wants them to understand. One clearcut concept is easier to grasp than several hazy ones.
Example: Under what other circumstances might you pass judgment on people besides those you know personally. In the news? In the movies? In literature? How might you pass judgment on people in literature?

PRACTICING THE CONCEPT: Once the students have grasped the concept, they need practice in its use. The greater the variety of ways they practice its use the better.
Example: To practice the profundity scale, the students might review literary works they already know in terms of profoundness or "depth." Also, they might be assigned new stories to be read in this manner. And they might discuss free reading according to the profundity scale.

TRANSFER TO REALITY: What students do in the classroom only approximates their behavior in their own universe. Their readily using a concept in class is no guarantee that they now will use it in their own world. Hence, it is the responsibility of the teacher through instruction and guidance to lead the students to use their concept in every day life. Assignments with clearly stated purposes are one means of bringing about a successful transfer.
Example: Tonight when you watch TV try analyzing some of the "stories by use of the profundity scale. Tell us tomorrow whether your favorite shows are really good drama."

EVALUATION: Throughout the lesson the teacher continually evaluates the effectiveness of his instruction. He may do this informally by observation or by oral questioning. Also, he may do this formally by written tests. Certainly, some time after the conclusion of a lesson, he evaluates again to see whether the concept continues to be part of the students' general behavior.
Example: Did any one see a play over the holidays? How universal was its statement about life?

Summary: According to John Dewey "learning is doing." In the teaching process, therefore, first a worthy concept is defined in terms of an objective. Then students are guided from their universe to that of the "classroom world" where through guided activities they are led to grasp and to practice the concept. Finally, they are brought back to "reality" now somewhat wiser and happier because they have a new concept to aid them in coping with their world.

The Profundity Scale

For the Evaluation of Literature

Physical Plane

Reader is concerned primarily with the physical actions of the characters. Ex: "The Three Stooges."

Mental Plane

Reader is concerned with the physical and intellectual actions of characters. Ex: The Adventures of Sherlock Holmes by Conan Doyle.

Moral Plane

Reader is concerned with physical and intellectual actions of characters in light of an ethical code. Ex: Luck and Pluck by Horatio Alger.

Psychological Plane

Reader is concerned with the psychological forces influencing the character's physical and intellectual actions in light of an ethical code. Ex: "Paul's Case" by Willa Cather.

Philosophical Plane

Reader is concerned with the "Universal truth" expounded by the author through the physical, intellectual, and ethical behavior of the characters under the influence of psychological forces. Ex: "The Lotery" by Shirley Jackson.

PROFUNDITY SCALE

Actually it might seem that many junior high school students are not ready to apply the profundity scale to literature; however, it may be found that they will readily meet the challenge provided by the scale.

In applying the profundity scale to "Bertie Comes Through", the teacher would be wise to use the lesson plan format on the preceding pages. The class's interest in the story would be aroused through a reference to the title and to pictures.

After the entire story is read by all, the teacher might ask a few leading questions, "What activities took place?" "What happened first? Next? etc.?" "Did you enjoy the activities?"

Were there intellectual activities in the story? Were there more physical or intellectual activities? If we should stop here, would we be inclined to judge the story as profound (deep) or not?

Let's consider another level on our profundity scale; would you say that there was anything in the story which might be considered to be on an ethical or moral plane? What about the band director, Hyacinth, the coach, other students, or Bertie?

Did you consider what made Bertie act as he did? What about Hyacinth? Other students?

Are there "universal truths" expounded in this story? Are there any symbols that might really refer to something more universal?

Which would you say is predominant in the story the physical, mental, moral, psychological, or philosophical plane? Would you say that from a literary standpoint, the story is profound literature?

Just for a quick brief comparison, for most things are relative; let's see how O. Henry's "Ransom of Red Chief" on page 380 rates. Read it please.

Is there much physical action? What about mental? Moral? Psychological? Philosophical? (Repeat questions applied to "Bertie Comes Through".)

According to the profundity scale which story do you think we might consider to be better literature? This is not to say that they were not both good, but just that one appears to have more depth and has a better chance of living longer because of its depth.

SLANT LINE

There are several methods of teaching vocabulary which have been useful. The list below may be helpful.

Incidental Method. The teacher suggests or demands that the pupil look up those words in his reading which he does not know.

Individual Dictionary Method. Pupils are given a list of words to look up with due attention to meaning, pronunciation, and derivation. Teachers should select them carefully and intelligently in terms of difficulty and frequency.

Socialized Dictionary Method. Committees in rotation look up words in the reading and present them.

Socialized Synonym Approach. Pupils compile a class list of all possible synonyms for such concepts as go, say, fight, and differentiate shades of meaning. This is a fine tonic if it is done shortly before themes or compositions.

"*Felt-need*" *Method*. Pupils find and use new words as they need them to fill gaps in thinking, feeling, writing, in sets of sentences which have been skillfully contrived for the purpose. This has real though limited value for maturer minds.

Independent Method. A single student makes a hobby of collecting and looking for unfamiliar words, or he joins a group dedicated to such an undertaking. It has been done.

Direct Teaching of Words. A few words from or not from reading to be done are presented each day or each week by the teacher, cut out, nailed down, and clinched. The least efficient technique is to write them on the board and have students copy them.

Whatever method or combination of methods the teacher uses, he needs to be sure that it is foolproof. He should be sure that the vocabulary teaching cannot be escaped or evaded.

The technique the teacher uses should attempt to meet as well as possible eight requirements.

It must enlist the interest of the pupil in his own progress—and dramatize that progress. (Hence the use of some standardized test of general vocabulary before and after a year of study, particularly with deficient pupils, is recommended.

It must be efficient and practical.

It must be easy for both pupil and teacher to use.

It must adapt itself readily to individual differences within the class.

It must be positive and definite.

It must be objective and self-educative.

It must not replace use of the dictionary.

It must encourage creativeness. (Every concept in grammar may be taught, using the vocabulary words.)

English Program for Junior and Senior High Schools, An, Grades 7-12, Curriculum Guide, Memphis City Schools, Memphis, Tennessee, 1965.

RESEARCH ABOUT SPELLING

A few of the findings we have learned from research are:

Learning a relatively small group of words will help a student eliminate as many as three-fourths of his spelling errors.

Longer periods of spelling instruction are no more effective than short periods.

Pretests are valuable instructional devices.

The greatest emphasis in learning the spelling of a difficult word should be on visual imagery.

Only a few spelling rules may be taught profitably, those that have the widest application and the fewest exceptions. These are:

A q is always followed by a u.

Proper nouns begin with a capital letter.

I before e except after c and when ei sounds like a as in neighbor and weigh, and in either, neither, weird, and seize.

A terminal e is dropped when adding a suffix beginning with a vowel.

Words that end in y preceded by a consonant change y to i before adding s or es.

Words ending in one consonant preceded by one vowel double the final consonant before adding a suffix beginning with a vowel.

Diagnostic Spelling Test
LIST 1

Word	Element Tested
1. not	Short vowels
2. but	
3. get	
4. sit	
5. man	
6. boat	Two vowels together
7. train	
8. time	Vowel—consonant—e
9. like	
10. found	ow-ou spelling of ou sound
11. down	
12. soon	long and short oo
13. good	
14. very	Final y as short i
15. happy	
16. kept	c and k spelling of the k sound
17. come	

Word	Element Tested
18. what	wh, th, sh, ch, and ng spellings and ow spelling of long o
19. those	
20. show	
21. much	
22. sing	
23. will	doubled final consonants
24. doll	
25. after	er spelling
26. sister	
27. toy	oy spelling of oi sound
28. say	ay spelling of long a sound
29. little	le ending
30. one	Non-phonetic spellings
31. would	
32. pretty	

Diagnostic Spelling Test
LIST 2

Word	Element Tested
1. flower	ow-ou spellings of ou sound, er ending, th spelling
2. mouth	
3. shoot	Long and short oo, sh spelling
4. stood	
5. while	wh spelling, vowel-consonant-e
6. third	th spelling, vowel before r
7. each	ch spelling, two vowels together
8. class	Double final consonant, c spelling of k sound
9. jump	Addition of s, ed, ing
10. jumps	
11. jumped	
12. jumping	
13. hit	Doubling final consonant before ing
14. hitting	
15. bite	Dropping final e before ing
16. biting	

Word	Element Tested
17. study	Changing final y to i before ending
18. studies	
19. dark	er, est endings
20. darker	
21. darkest	
22. afternoon	Compound words
23. grandmother	
24. can't	Contractions
25. doesn't	
26. night	Silent gh
27. brought	
28. apple	le ending
29. again	Non-phonetic spellings
30. laugh	
31. because	
32. through	

DIAGNOSTIC TESTS OF WORD PERCEPTION SKILLS (TEACHER)

1. How much sight vocabulary does he have? (Use the Dolch list of 220 words on test sheets.) Number read at sight ________

2. Does he try to use context clues? (Record responses.)
"This story has some words missing. Try to read the story by guessing the missing words."

"Dick," __________ Mother, "will you go to the store for me?"
"Surely, __________," said __________. "What shall I get?"
"I need a __________ of butter, a loaf of __________, and a __________ eggs," said __________. "Hurry."
________ ran to the __________ and was soon back.
"That's a good __________," said __________.
"Thank __________ very much."
"You're welcome, Mother," said __________ and ran off to __________ ball with his __________.

3. Does he know the names of the letters? (Draw a circle around those not known; write in the errors.)
"Read these letters."

B A I S C D F E P T M L R Z J U H G W X

Q K V Y N O r o n l m y t v k p z i a j u s

h b c g w d f x q e

4. Does he know consonant sounds? (Draw a circle around those missed; write in the errors.)

a. "Letters have sounds. Can you sound these letters?"

r n l m v z s f

b. "Show me how you would hold your mouth to say a word which started with each of these letters."

y t k p j h b c g w d

c. "When these letters are together, what sound do they make?"

sh ch th wh

5. Can he substitute beginning consonant sounds? (Ask the child to read the sight words first. Tell him the words if he does not know them. Cover the sight words and ask him to read the test words without help.)

Sight words: Man sent star night at hen blue kite hair nest
Test words: ban pent mar bight gat fen clue rite lair zest

6. Can he hear the short vowel sounds in words?
"I am going to say some words. Listen and tell me which vowel sound you hear in each word."

Test words: bread (short e) bunk (short u) snap (short a) split (short I) block (short o)

7. Can he tell when vowel sounds are long in words?
"Try to read these words as well as you can even if you have never seen them before."

Test words: teal vie shoal breach creel maim trite gate theme have dune lave

8. Does he know the common vowel digraphs?
"Here are some words you probably don't know. Read them as well as you can."

Test words: nook awl coy flout stay maul foil jowl

9. Can he blend letter sounds to form words?
"Here are some nonsense words—they really are not words at all, but I'd like to see if you can read them anyway."

Test words: fis lote gud keat hin sut jav tope lort tam sive muts bame grue nibs pad nobe vin wab beed nel bute kim sult faim hife doke doam

10. Does he make reversals?
"Read as fast as you can—-hurry!" (Indicate reversals.)

Test words: pall even no saw raw ton tar won pot rats keep nap tops read meat lap never

11. Does he see the common prefixes as units?
"Here are some more nonsense words. Read them as well as you can."

Test words: repan conjump inwell delike dispay combent ungate excry proread prehead enstand

12. Does he see the common suffixes as units?
"Read these nonsense words as well as you can."

Test words: balling booker floorest daytion skinance meatness chairly waterful burnant truchous cornment cupable cleepive sickless

13. Does he see compound words as units?
"Read these nonsense words as well as you can."

Test words: nightbank dinnerplayer basketmeet broomfeather paperjumper catmobile spaderoom carthouse

14. Can he divide long words into parts?
"Divide these words into parts by marking the parts. Read the words after you have marked the parts."

Test words: bombardment combination refreshment establishment revolver entertain calculate cucumber

DIAGNOSTIC TESTS OF WORD PERCEPTION SKILLS (STUDENT)

1. Dolch list of 220 words. To be tested orally.

2. This story has some words missing. Try to read the story by guessing the missing words.

"Dick," ________ Mother, "will you go to the store for me?"
"Surely, ________ " said ________. "What shall I get?"
"I need a ________ of butter, a loaf of ________, and a ________ eggs," said ________. "Hurry."
________ ran to the ________ and was soon back.
"That's a good ________," said ________. "Thank ________ very much."
"You're welcome, Mother," said ________ and ran off to ________ ball with his ________.

3. Read these letters.

B A I S C D F E P T M L R Z J U H G W X

Q K V Y N O r o n l m y t v k p z i a j u s

h b c g w d f x q e

4. Letters have sounds. Can you sound these letters?

r n l m v z s f

How would you hold your mouth to say a word which started with each of these letters?

y t k p j h b c g w d

When these letters are together, what sound do they make?

sh ch th wh

5. Read the sight words first. Your teacher will tell you the words you do not know. Cover the sight words and read the test words without help.

Sight words: Man sent star night at hen blue kite hair nest
Test words: ban pent mar bight gat fen clue rite lair zest

6. Listen to the teacher say the following words and tell the vowel sound you hear in each word.

7. Try to read these words as well as you can even if you have never seen them before.

Test words: teal vie shoal breach creel maim trite gate theme hove dune lave

8. Here are some words you probably don't know. Read them as well as you can.

Test words: nook awl coy flout stay maul foil jowl

9. Here are some nonsense words–they really are not words at all, but I'd like to see if you can read them anyway.

Test words: fis lote gud keat hin sut jav tope lort tam sive muts bame grue nibs pad nobe vin wab beed nel bute kim sult faim hife doke doam

10. Read these words as fast as you can––hurry!

Test words: pal even no saw raw ton tar won pot rats keep nap tops read meat lap never

11. Here are some more nonsense words. Read them as well as you can.

Test words: repan conjump inwell delike dispay combent ungate excry proread prehead enstand

12. Read these nonsense words as well as you can.

Test words: balling booker floorest daytion skinance meatness chairly waterful burnant truchous cornment cupable cleepive sickless

13. Read these nonsense words as well as you can.

Test words: nightbank dinnerplayer basketmeet broomfeather paperjumper catmobile spaderoom carthouse

14. Divide these words into parts by marking the parts. Read the words after you have marked the parts.

Test words: bombardment combination refreshment establishment revolver entertain calculate cucumber

Suggestions from the Teacher

This guide was formulated by a committee of teachers. You are requested to tear out this sheet at the end of the year and return it to the Language Arts - Social Studies division at the central office with suggestions for improvement, both additions and deletions.

DIAGNOSTIC REMEDIAL REFERRAL

Yes	No	ORAL READING
____	____	1. Can student pronounce new words?
____	____	2. Can student read aloud easily?
____	____	3. Can student read aloud in such a manner that listeners understand and enjoy what student reads?

VOCABULARY

Yes	No	
____	____	4. Is general vocabulary good?
____	____	5. Does student know technical words of subjects he studies?
____	____	6. Can student figure out meaning of new words from the way they are used?
____	____	7. Does student know how to use dictionary to find meaning of new words?

RATE

Yes	No	
____	____	8. Does student read silently without moving lips?
____	____	9. Does student read groups of words instead of one word at a time?
____	____	10. Does student read right along without looking back again at words he has already read?
____	____	11. Does student change rate of reading to suit the kind of material he is reading?
____	____	12. Does student read simple material rapidly and accurately?

UNDERSTANDING

Yes	No	
____	____	13. Does student concentrate and think about what he has read?
____	____	14. Can student pick out the main thought of a paragraph?
____	____	15. Does student know how to read quickly to find details?
____	____	16. Can student spot wrong statements as he reads?
____	____	17. Can student explain, to someone else, that which he has read?

STUDY

Yes	No	
____	____	18. Does student know how to use the library?
____	____	19. Does student know how to find and use reference books and magazines?
____	____	20. Does student read books and magazines on many topics?
____	____	21. Does student know how to choose books for enjoyment?
____	____	22. Does student know how to choose between good and poor reading material?

30|31|32

MATERIALS AND SUGGESTED USE

How To Improve Your Reading—by Paul Witty

A basic text for individual or class instructors.

Suggested use: Individual work with student.

Developing Your Vocabulary—by Paul Witty

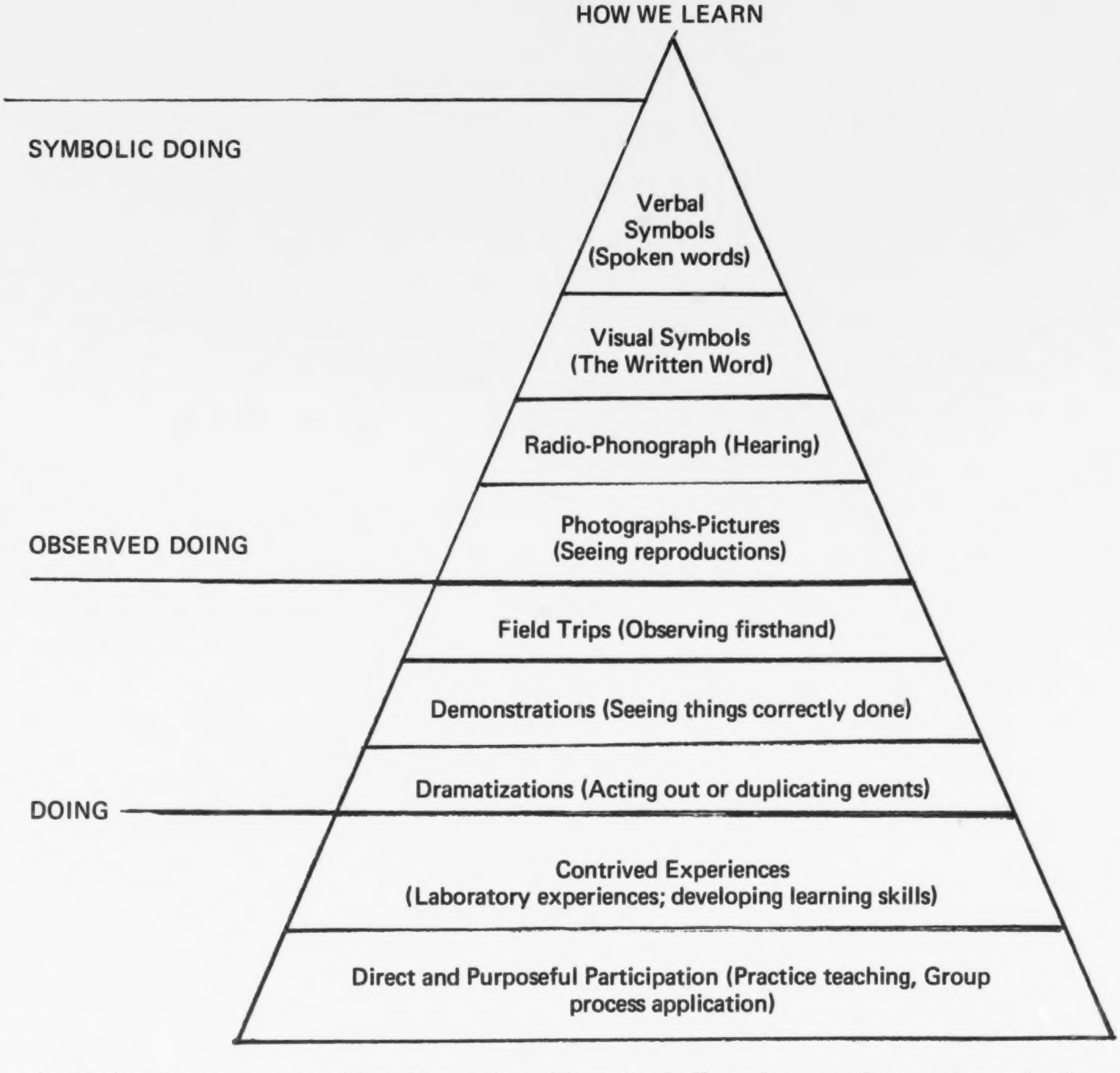
An activity text with practical suggestions on how to increase and enrich the vocabulary rapidly and easily. Exercises and activities are in each chapter. This text is a ready-made unit on vocabulary for use in regular English classes.

Suggested use: Work with individual students. Ascertain the feasibility of using this material with groups as large as thirty or more.

You Can Read Better—by Paul Witty

Written for upper elementary and junior high. Designed to improve reading ability and to increase interest in reading.

Suggested use: Slow group in English or social studies or with SRA Reading Lab.

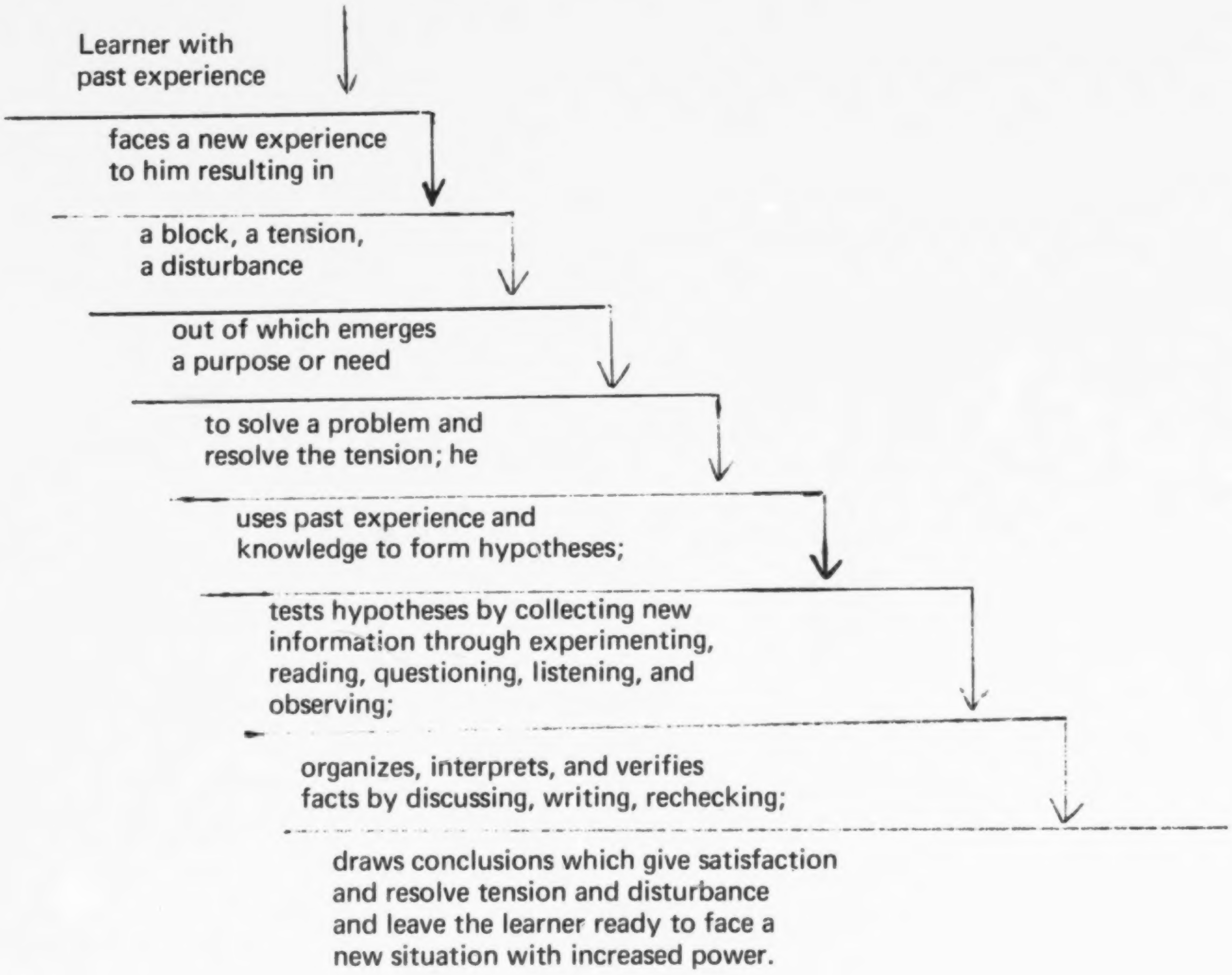

HOW WE LEARN
SYMBOLIC DOING
Verbal Symbols (Spoken words)
Visual Symbols (The Written Word)
Radio-Phonograph (Hearing)
OBSERVED DOING
Photographs-Pictures (Seeing reproductions)
Field Trips (Observing firsthand)
Demonstrations (Seeing things correctly done)
DOING
Dramatizations (Acting out or duplicating events)
Contrived Experiences (Laboratory experiences; developing learning skills)
Direct and Purposeful Participation (Practice teaching, Group process application)

Apply this chart to your teaching. How well could you teach, if you began at the top of the triangle and proceeded downward only three steps? Six steps? How much more effective would your teaching be if you began at the bottom and moved upward?

Edgar Dale

FLOW CHART OF A COMPLETE LEARNING EXPERIENCE

(Paul Hanna)



Learner with past experience

faces a new experience to him resulting in

a block, a tension, a disturbance

out of which emerges a purpose or need

to solve a problem and resolve the tension; he

uses past experience and knowledge to form hypotheses;

tests hypotheses by collecting new information through experimenting, reading, questioning, listening, and observing;

organizes, interprets, and verifies facts by discussing, writing, rechecking;

draws conclusions which give satisfaction and resolve tension and disturbance and leave the learner ready to face a new situation with increased power.

AREAS CORRELATED

Eighth Grade

- Language Arts
    - Grammar
    - Literature
    - Spelling
    - Vocabulary development
    - Writing
- *Social Studies
    - American History
    - Tennessee History

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*Eighth grade social studies will cover American and Tennessee history with geographic implications from 1865 to the present.

EIGHTH GRADE TEXTBOOKS

Student's Textbooks:

- Social Studies
  - American history
    - This Is America's Story, '64 edition
    - This Is America's Story, '58 edition
    - This Is America's Story, '54 edition
- Language Arts
  - Grammar
    - The New Building Better English, 8, '65 edition
    - Junior English in Action, Bk. II, 7th edition
  - Literature
    - Exploration Through Reading, L. II, '64 edition
    - Study of Literature, L. II, III, '64 edition
    - Adventures for Readers, Bk. II, Olympic edition
    - Adventures for Readers, Bk. II, Mercury edition
    - Windows on the World, A.E., '61 edition
    - Ideas in Literature Directions Bk. II, A.E., '66 edition
  - Spelling
    - Spelling for Word Mastery, 8, Enlarged edition.
    - Spelling for Word Mastery, 8, L. I, II, III
    - Word Mastery Spelling, 8.
  - Writing
    - Reaching Our Goal Compendium, '64 edition

Teacher's Editions

- Social Studies
  - American history
    - This Is America's Story, '64 edition
  - Tennessee history
    - The Story of Tennessee, '63 edition
- Language Arts
  - Grammar
    - The New Building Better English, 8, '65 edition
    - Junior English in Action, Bk. II, 7th edition

Writing
Reference Manual for Teachers,
Gr. 5-8

All eighth grade Pilot schools will receive:

Social Studies

American history - 1 per child
Tennessee history - 1 set per teacher

Language Arts

Grammar - 1 per child
Literature - 1 per child
Spelling - 1 set per teacher
Writing - 1 set per teacher

Maintain continuity within a school.

A set of encyclopedias and a world atlas is desirable.

GETTING ACQUAINTED WITH THE GUIDE OUTLINE
SEVENTH GRADE

In order for the guide outline to be functional and practical for the teacher, an explanation of the organization is provided below.

Overview: A general description of the entire course has been provided and also one for each of the six units. This is not only for teacher orientation but also for the pupil. These were devised so that the "picture" may be seen as a whole and as units; thus, as the parts are studied, they may be aptly related to the whole.

Unit One-Unit Six: The outline is divided into six units. It is not intended that the teacher feel required to cover one unit each six weeks period. Some units may need seven or eight weeks devoted to the material while others may need only four or five weeks. The time span devoted to the various units depends, of course, on such factors as abilities, interest levels, etc. in the teacher-pupil processes.

Generalizations: These were designed to relate to the overview and to serve as an introduction for the various parts of the overview that are to be studied.

Concepts: These are the generalizations narrowed to short phrases to more concretely and briefly relate to the overview and to introduce the parts of the overview to be studied.

Objectives: These are the links for connecting the material to be studied to the basic concepts and in turn to the generalizations and to the overviews for the unit and for the year.

Humanitarian Approach: This is to provide for the most meaningful and lasting learning experiences. The material should relate to the pupils themselves; if it is not, it has little or no value. Possibilities for building background have been listed in question form, but the approach may vary; it might include class discussions, panels, checklists, etc.

Related Content: Language Arts and Social Studies readily fuse in many ways, especially through the area of literature. However, there are basic skills that must be taught first of all as skills, and then the application and practice of these skills provide for the fusion. (Careful consideration of the Related Content, Related Learning Experiences and Skills to be Stressed will help to clarify this.)

Related Learning Experiences: These are suggested activities provided to implement the fusion of Language Arts and Social Studies. It is by no means a complete listing; it is meant merely to assist and serve as a starting place. Distinction as to the appropriate levels (I, II, or III) has also been suggested.

Resource Material: The materials listed in the outline are to serve only as general suggestions. For a more detailed listing as to materials and their sources see the Resource Materials section of this guide and An English Program for Junior and Senior High Schools, Grades 7-12, Curriculum Guide, Memphis City Schools, 1965, and Social Studies Curriculum Guide, Vol. I, Grades 7-12, Memphis City Schools, 1964.

Skills to be Stressed: There are vital and essential skills to be applied to the Language Arts-Social Studies program. Some of these have a responsibility to language arts, some to social studies, and some have a shared responsibility. These skills include understandings, attitudes, values, appreciations, opinions, and behavior as desired goals. Every learning experience should be designed with a goal in mind and in such a way as to develop that goal. For a more specific consideration of these, see the section on Skills.

44

OVERVIEW

During the first eighty years of the growth of the United States many sectional interests, ideas, and opinions developed. These conflicts divided the country and inevitably lead to fearful internal war, out of which emerged a more powerful nation. New problems were faced and changing needs met as the United States became a world leader.

The following units have been outlined as a guide for the teacher. All suggestions should be used in the light of the needs and interests of particular students or groups of students, and only those parts which have promise of a particular teaching - learning situation should be used. Each teacher should adapt and supplement the material.

Appropriate skills and attitudes based on the content materials should be developed. The skills include reading, theme writing, critical thinking, research, and vocabulary study. The development of good attitudes should occur when skills and content learning are channeled into desired directions.

The primary objective in Language Arts is to teach and reteach all skills to develop proficiency in applying these skills to related areas. The usage of good English in all oral and written experiences in school and out is the aim of this fusion of Social Studies and Language Arts.

The chief stress will be on basic grammar, correct usage, and mechanics; that is, parts of speech and sentence structure, verb subject agreement, pronoun usage, troublesome verbs, and capitalization and punctuation. By relating these skills to Social Studies as a practice or an activity, the experiences will have value and "make sense" to the student. Much oral practice, as well as written practice, will be provided, particularly in correct usage. Practice experiences will cover the process of expressing ideas effectively, with generous use of practice sentences, paragraphs, and reading poems from great writers, as well as original sentences from the student.

Pre-tests will be given students in order to evaluate the student's needs. Less re-teaching will be required for some students releasing them to more varied enrichment experiences. For students who need it, more meaningful drill and practice can be given.

Techniques of good penmanship will be stressed. These techniques are neatness, legibility, speed, and form. Correct spelling of all words used in writing will be demanded by placing a dictionary in every desk and emphasizing its use for all school work.

Ample opportunity will be given for improvement of oral and written vocabularies in regular composition work, in oral and written reports, and in discussions. Careful attention will be placed on skills in enunciation, pronunciation, vocal communication, and visible communication (posture, gesture, facial expression, and movement).

Intelligent and courteous listening has become an essential skill to be developed in modern classrooms in which radio, television, films, tapes, records, panel and group discussions and individual or group reports are a part of the activities of the class.

Since many pupils in secondary classes find most of the books available too difficult, too dull, or both, they need to begin reading in low gear, with stories that reflect their interests. An attempt will be made to find reading material to change pupils' negative attitudes toward reading, develop pupils' reading ability, and facilitate pupils' personal development through reading.

Reading skills taught in elementary school will continue to be developed through background building, interpretation, and comprehension. Both silent and oral reading will be used in practice experiences.

Enrichment experiences will be directed toward critical reading, thinking, and writing. Many exercises in creative thinking and creative writing will be used.

The library will be used for research for subject area reports, browsing, reading of periodicals, and selecting books to be read for reports and pleasure.

Paperbacks should be used in the classrooms because they are written on easy-to-read levels on a variety of subjects which interest the students and are inexpensive.

Reading skills in short stories, plays, and poems are slightly different from skills used in textual materials and non-fiction and will be so treated.

In the short story students will discuss the author's biography, the plot of the story, the relationship of the characters to the setting and plot, special traits of the characters, the climax of the story, and the style of the author.

In poetry students will discuss the author in relation to the poem: the theme (what is the author saying to us?), paraphrase lines of the poem, examine the rhythm and rhyme and the author's use of metaphor and simile.

In reading a play students will notice the form is different from other literary forms, but that it has a theme, characters, plot, and climax as other fiction we have read.

To help the student develop an appreciation for various types of literature, recordings, tape recordings, films, television, and other media will be used. Students will write creatively in these areas either individually or in groups. Each child should soon learn the importance of proof-reading his own paper.

In addition to basic reading skills provision will be made through reading experiences for the student to increase his ability to find and understand various thought experiences, to learn to read with a purpose, and to draw on previous learning in attacking new material. The SQ3R method(Survey, Question, Read, Recite, Review) is one of many methods which may be used to attain these skills.

UNIT ONE

OVERVIEW FOR UNIT ONE

This unit is designed to bring into focus the social, cultural, political, and geographical position of a nation reunited.

It probably would be feasible to review Chapter 19, "The North and the South Come to Blows," in order to help the pupils understand why the nation, particularly the South, had to go through a period of reconstruction in its thinking as well as its physical being.

Current events will be introduced and continued throughout the year. Through newspapers, magazines, television, and radio, pupils will be able to search out our present-day problems and compare them with those of the late 1800's.

The following basic skills are to be taught and developed: spelling and dictionary, penmanship, library, reading (interpretation, comprehension, vocabulary), capitalization and punctuation, critical thinking and reading, critical and original writing, listening and speaking, and map and globes.

Pupils develop an understanding of the different kinds of reading to suit various purposes through the related content area. The SQ3R method (Survey, Question, Read, Recite, Review) is one of many to be used in studying subject matter for facts.

Selections in literature are used to broaden the student's cultural background, and his understanding of the world in which he lives as well as give him pleasure during his leisure hours.

Throughout the school year the application of these skills will be used in learning experiences related to the content area where many skills are similar. Activities and/or practices are geared to the interest and ability levels of the students.

Pretests should be given before introduction of content areas.

Chapters 11-17 are to be used in a simplified hurried review and are not meant to be covered in detail but can be used throughout the year in comparison with future developments.

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing and shelter and his wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To improve and increase vocabulary	How is vocabulary an advantage to the students, and how can a better vocabulary be of more advantage?	English in Action Ch. 4, "Choosing Words Carefully;" Ch. 36, "Improve your Spelling" Building Better English, Ch. 10, "Building Vocabulary;" Ch. 5, "Spelling - Step by Step" Spelling for Word Mastery, Lesson 1-6
To understand that man meets basic needs and desires in a variety of ways	What are some of the basic needs that should be considered in writing a constitution? How does a constitution provide for basic needs?	This is America's Story, Unit IV, Chs. 11-12

NE

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Materials	Skills to be Stressed
*Begin a Word List of words heard in conversations, classes, or read in texts or other books. These should be words which have special appeal to the student which he might use in original or creative writing. L. I, II, III.	Texts, discussions, and research material English Transparency Masters, 8th, I., 1-8, 45-46; II., 2-5; III., 1-4.	*Building a vocabulary
*The class reads and discusses the story. Words are pronounced and recorded in vocabulary notebook. Using dictionary (a dictionary in every desk) students divide words into syllables, place diacritical marks, and write the parts of speech. Use Part D of lesson in Spelling for Word Mastery for phonetic analysis of words. Include vocabulary words in dictionary skills and phonetic analysis.	Classroom resource material	*Using dictionary skills
Emphasize the basic needs of people and goals of democracy by writing a simplified constitution in comparison with the Federal Constitution.	This is America's Story pp. A2 - A32 The Constitution of the United States Film: The Constitution of the United States Transparency Masters #26	Understanding the Constitution

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing and shelter and his wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To develop understanding of the student's relationship to others	**How do students adapt to their peers?**	**English in Action, Ch. 1, "Mind Your Manners;" Ch. 14, "Expressing Opinions in a Group;" Ch. 6, "Friendly Conversation"** **Building Better English, Ch. 2, "Improving Your Speaking Habits;" Ch. 6, "Learning to Work Together;" Ch. 1, "The English Language: Its Vocabulary"**
To develop the ability to write easily, legibly, and pleasingly	What are some factors that make handwritten material difficult for the students to read or to write?	Reaching Our Goal, "Our Changing World"- Flyleaf; "Our Opportunities," p. 18; "Conducting a Class Meeting," p. 7; "Vocabulary," pp. 26-27; "Know Your Manners," p. 21.
To show how the U. S. met the responsibilities of providing for the basic needs of her people by developing her natural resources	What does each section of the nation donate to the national economy?	This is America's Story, Ch. 14, "The Northeast Becomes the Center of Trade and Manufacturing" Ch. 15, "Cotton Becomes King in the South"

ONE

Concept: Basic Human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Materials	Skills to be Stressed
Follow suggested activities in Teacher's Manual.	Films	Developing good manners for working with one's peers
*Follow recommended procedures (1-5) in Writing Legibly. Use slant line in all writing.	Classroom resource material	*Forming, spacing, and slanting letters correctly and legibly using correct alignment and proportion of letters and curved beginning and ending strokes on words
Show the economic development of the United States by map skills emphasizing Tennessee area.	The Story of Tennessee Ch. 25-26. Agriculture and Industrial Development Film: Beginning and Growth of Industrial America	Recognizing trends Map skills

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing and shelter and his wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To develop independence of judgement in literary matters and, from having read, gain a richer life.	What are some of the factors that influence the students' selection as to the books they read, and what factors could aid them in selecting more interesting and enriching books?	Windows on the World, A. E., "The Sporting Spirit", pp. 128-182 Ideas in Literature, Directions A. E., "Into the Unknown", pp. 109-142; "From Out of the Deep", pp. 411-440 The Study of Literature L. II, III, "Hiawatha's Fasting", pp. 208-215. Explorations in Literature, L. I, "Archimedes", pp. 174-179.
To recognize the practical use and pleasure of the library	What have the students found practical and pleasurable in the library before, and what others are there to be discovered and explored?	English in Action, Ch. 8, "Knowing Your Library;" Ch. 17, "Making Better Use of the Newspaper" Building Better English, Ch. 3, "Listening;" Ch. 14, "Improving Reading Habits;" Ch. 16, "Finding and Using Information"

ONE

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Materials	Skills to be Stressed
*Build background for reading through class discussion of the title of selection and/or references to the author's life and other stories he has written. Give a purpose for reading a particular story. Check for comprehension through oral interpretations of incidents in the story recalling the purpose of the story. Discuss orally, or in writing, the traits of the characters, plot, and climax of the story. Do not overlook enrichment activities in textbook. L. I, II. Suggestion: Use SQ3R or similar method for L. I, II. Try using Profundity Scale for some. L.II, III.	Smith, Nila B., et. al., *Voyages in Reading*, L.II, III, pp. 495-406, 499-502, 503-504, 48-55, 218-224, 517-519, p. 497 McCracken, Glenn, et al., *Basic Reading* (8), L.II, III, pp. 206-219. Smith, Nila B., et al., *Challenges in Reading*, L.II, III, pp. 352-357, 358-363, 364-370	*Thinking critically so as to comprehend and make inferences relating to material read
Show films and filmstrips on the library. Conduct discussion of the physical aspects of the library; in the library practice locating books: fiction, non-fiction, encyclopedias, and dictionaries from the card catalogue and by the arrangement of books on the shelves in the library.	Films, filmstrip, and library Films: *Know Your Library* *Library Organization* *Library Research in High School* Filmstrip: *Using Library* See Board of Education film catalogues	*Developing research skills

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing and shelter and his wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To develop good listening and speaking habits	What speeches or talks have the students heard that were boring or uninteresting, and was this reaction due to poor speaking or poor listening habits?	English in Action, Ch. 2, "Studying Is Important;" Ch. 5, "Listening - Learning to be a Good Listener, Listening to Directions and Explanations;" Ch. 9, "Reading for Fun and Information;" Ch. 10, "Speaking Easily and Correctly;" Ch. 11, "Explaining;" Ch. 13, "Reporting"
To understand that cultures are changed by exploration and discovery	How are the students' lives changed as they experience new situations? What part did the Negro play in the development of the United States?	This Is America's Story, Unit I, Ch. 16-17

ONE

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Materials	Skills to be Stressed
Discuss guides to good listening and advantages to students of being good listeners in discussions, lectures, reports, etc. Students write questions based on Social Studies assignments. Students read questions and call on others to answer. All students listen and discuss the answers.	Classroom resource material	*Forming good speaking, listening, and study habits
Construct posters on: movements for reform, growth in democracy, and change in political parties	Library and classroom resource material: Album of American History - J. T. Adams Dictionary of American History - Schribner Transparency Master #30	Selecting main ideas and relating supporting facts through drawings

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing and shelter and his wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To understand that cultures are changed by exploration and discovery and that customs and ways of doing things often outlive their usefulness	How are the students' lives changed as they experience new situations?	Windows on the World, A.E., "Tales for Retelling", pp. 184-218; "The Lure of Adventure", pp. 10-64. Ideas in Literature, Directions, Cluster 3, "Into the Unknown", pp. 109-141; Cluster 12, "From Out of the Deep", pp. 411-439; Cluster 15, Men of Iron, pp. 539-559 Exploration Through Reading, L. I, "Tales for Retelling", pp. 304-393. The Story of Literature, L. II, III, "Science" pp. 318-373. Adventures for Readers, L. I, "Animals", pp. 339-379.
To show how sectionalism divided the country and emphasized the additional needs of man	What does man need other than subsistense?	This is America's Story, Ch. 18-19.

ONE

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Materials	Skills to be Stressed
*In the reading of a short story students will discuss the author's biography, the plot of the story, the relationship of the characters to the setting and plot, special traits of the characters, the climax of the story, and the author's style of writing. L. III.	Smith, Nila, et al., Voyages in Reading, L.I, II, p. 545. Vinton, Iris, Our Nation's Builders Gordon, Edward J., Introduction to Literature L.II, III O'Daly, Elizabeth G., and Nieman, Egbert W., Adventures for Readers, L. I. Discovery Through Reading A.E., L.I,II O'Daly, Elizabeth G., and Nieman, Egbert W., Adventures for Readers, L.I, II, III.	Using research materials to locate, organize, and relate information Analyzing, selecting, and relating information in chart form Developing critical thinking and comprehension
Make a map of Westward Expansion showing various land acquisition and alliance by 1860. Prepare a chart arranged in time order, showing the enemies which led to the separation of the North and South.	U. S. History Transparency Masters, 36, 40-42, 47, 48 Film: Civil War. Background Issues	Analyzing and relating all material.

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing and shelter and his wants; in do doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To understand that changes result in strife and dissension which frequently erupt into war	Did the differences concerning these conflicts result in hard feelings, fusses, loss of friends, etc.?	This is America's Story Unit VI, Ch. 20 The Story of Tennessee Ch. 19-20 Separation and reunion

ONE

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Materials	Skills to be Stressed
Outline map of the United States. Identify the Confederate states, the border states, and the northern states.	Film: The Civil War, 1863-1865 Film: The Civil War: Postwar Period Film: Abraham Lincoln	Relating to the past and creating in visual form accumulated data
Tell the story of the "Fall of Memphis" and write a report on an historical landmark in Memphis dating from the Civil War days.	Library and classroom material The Civil War - American Heritage Transparency Masters: 49-51	

*TEACHER'S EVALUATION SHEET

EIGHTH GRADE

UNIT ONE

TEACHER'S SUGGESTIONS		TEACHER'S INVENTORY OF TEACHING AIDS AND RESOURCE MATERIALS	
COMMENDATIONS ON THE UNIT	RECOMMENDATIONS FOR IMPROVEMENT	MATERIAL FOUND USEFUL	MATERIAL NEEDED

*Place in folder on back cover. Include sample lesson plans and tests.

DAILY LESSON PLANS

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing, and shelter and his other wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To improve and increase vocabulary	How is a vocabulary an advantage to students, and how can vocabulary be of greatest advantage?	English in Action, Ch. 4, pp. 34-37. "Choosing Words Carefully" Building Better English, Ch. 10, pp. 177-179 "Building Vocabulary"
To listen acutely		Spelling for Word Mastery, p. 2, Part I, Pretest
To understand that man meets basic needs and desires in a variety of ways	What are some of the basic needs that should be considered in writing a constitution?	This Is America's Story, Unit IV, Ch. 11-12

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Begin a Word List of vocabulary words. L.I, II, III.		Building vocabulary
Take Vocabulary Test A, pp. 35-36. Discuss Exploring Your Dictionary. Play game alphabetizing words. Assign Activity I, pp. 36-37.	English 8 - Transparencies from C.O. - I, 8 Language Includes Vocabulary	Introducing use of the dictionary
Discuss Guides for Widening Your Vocabulary, p. 177. Refer to pages listed under number 4. Discuss and assign Guides to the Use of Context Clues and Activity A, pp. 178-179.		
Give test and check for ability to hear beginning consonant sounds. L.I, II.		
Discuss the overall divisions of the Constitution of the United States.	This Is America's Story pp. A2-A32	Understanding the Constitution

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing, and shelter and his other wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To develop independence of judgement and from having read, gain a richer life		The Study of Literature, L.II, III, "Hiawatha's Fasting," pp. 208-215 Exploration through Reading, L.I, "Jason and the Golden Fleece," pp. 304-315 Windows on the World, A.E., "The Milk Pitcher," pp. 128-141
To understand the development of the English language		English in Action, Ch. 4, pp. 40-43, "How Our Language Grew" - "Word Histories and Derivations" Building Better English, Ch. 1, pp. 1-3, "The English Language: Its Vocabulary"

ONE (continued) DAY I

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Discuss Henry Wadsworth Longfellow's life with students taking part in the discussion. Discuss the entire poem, "The Story of Hiawatha." Suggest students read the entire poem outside class. Read to the class "Hiawatha's Fasting" asking them to notice the rhythm. Do not exaggerate rhythm. Pay attention to the meaning, and accent key words. Study the poem, choose passages, and be prepared to tell the class what meaning you get from a particular passage. Build background for "Jason and the Golden Fleece" through discussion by students who have read Greek myths. Class will read silently for the pleasure of reading. Use Teacher's Manual, pp. 133-134, for developing readiness for reading and interpreting the story (1).		Reading and thinking critically
Work Activity 6 in class. Discuss pp. 40-42 through Activity 7A. Assign Activity 7B, p. 43. Discuss "The Changing Nature of English." In class follow through with Learning Activities A-B. Assign Activity C on page 3.	Dictionary	Understanding the English language

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing, and shelter and his other wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To develop the ability to write easily, legibly, and pleasingly	Continued from Day I	Spelling for Word Mastery, p. 3, Diagnostic Pretest 2
To listen acutely		Spelling for Word Mastery, p. 2, Part II Pretest
To establish patterns of dictionary reference for use throughout the school year		English in Action, Ch. 4, pp. 37-40, "Guide Words" and "Pronouncing Correctly" Building Better English, Ch. 10, pp. 179-182, "Using the Dictionary"
To understand that man meets basic needs and desires in a variety of ways		This Is America's Story, Unit IV, Ch. 11-12

ONE (continued)

DAY II

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Practice writing letters a, d, g, m, n, l, e, ti, u, and central.		Forming letters legibly and slanting them uniformly
Take test and check for ability in hearing both initial and final consonants. L. I, II.		Developing listening ability
Check assignment. Discuss *Pronouncing Correctly*. Practice Activity 3(1-2) in class. Discuss Activity 4 and assign Activity 5, pp. 39-40.		Improving dictionary skills
Check assignment. In class follow directions for Activities B and C, pp. 179-180. Assign *Guides for Using the Dictionary*, pp. 181-182.		
Study Article I of our Constitution - the powers of the legislative branch of our government.	*This Is America's Story*, pp. A2-A32	Understanding the Constitution

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing, and shelter and his other wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To understand the development of the English language		*Building Better English*, Ch. 1, pp. 3-6, "The Origin of English"
To develop independence of judgement in reading		*The Study of Literature*, L.II, III, "Hiawatha's Fasting," pp. 208-215 *Explorations through Reading*, L.I, "Jason and the Golden Fleece," pp. 304-315

ONE (continued) CONTINUATION OF DAY II

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and the Language Arts	Resource Material	Skills to be Stressed
Check assignment on p. 3, Activity C. Discuss "The Origin of English," p. 3, and follow with Activities A, B, C on p. 4. Discuss "The Old English Period" showing the Latin influence and assign Activities A and B on p. 6.		Understanding the English language
Let students read selected passages and interpret (paraphrase) them. Discuss questions asked in Reading Skills, p. 215. Test. Answer questions on Understanding the Story, p. 315, through class discussion.		Reading and thinking critically

Generalization: Man constantly seeks to satisfy his need for food, clothing, and shelter and his other wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To learn how to study spelling	Continued from Day I	Spelling for Word Mastery, p. 4, Diagnostic Pretest Spelling for Word Mastery, Lesson 1 English in Action, Ch. 36, pp. 436-440, "Improve Your Spelling" Building Better English, Ch. 5, pp. 84-86, "Spelling-Step by Step"
To understand that man meets basic needs and desires in a variety of ways	What are some of the basic needs that should be considered in writing a constitution?	This Is America's Story, Unit IV, Ch. 11-12

ONE (continued)

DAY III

Concept: Basic human needs.

Related Learning Experiences to Implement and Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Give test and check for ability to divide words into syllables. Practice syllabication on vocabulary words from Social Studies.	Chalkboard or overhead projection	Developing ability in syllabication
The class reads and discusses the story. Words are pronounced and recorded in vocabulary notebook. Assign B and trial test. Using dictionary (a dictionary in every desk) divide words into syllables, place diacritical marks, and write the part of speech.	Chalkboard or overhead projection	Developing ability in syllabication Furthering the development of uses for the dictionary
Check assignment on pp. 39-40. Discuss pp. 436-437. Write Practice I, p. 438, in class. Assign pp. 439-440 to study for dictation on day 4.		
Check assignment on pp. 181-182. Read poem, "Spelling," to class. Let students give reaction to poem. Give and check pretests from pp. 67-69T. Discuss pretests and "Guides for Learning to Spell" on p. 86.		Furthering the development of good spelling
Article II Discuss the powers of the President. Let each student bring in current event articles that illustrate difference executive duties.	This Is America's Story, pp. A2-A32	Understanding the Constitution

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing, and shelter and his other wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To enrich Social Studies		Building Better English, Ch. 1, pp. 6-7,"Danish Influence"
To develop independence of judgement in reading		Exploration through Literature, L.I, "Jason and the Golden Fleece," pp. 304-315 Windows on the World, A.E., "The Milk Pitcher," pp. 128-141

72

ONE (continued)

CONTINUATION OF DAY III

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Check assignment on Latin influence. Discuss the Danish influence following Activities A, B, C. Assign Enrichment on p. 7.	Library material	Applying English experience to other related content areas
Discuss Understanding the Characters, p. 315. Choose two characters from the story and in your own words write a description of each. Use Teacher's Manual pp. 133-134. Stress (2) Amusing Names, (3) Humorous Comparison, (4) Clever Use of Words in class discussions.		Reading and thinking critically

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing, and shelter and his other wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To develop proficiency in sounds and pronunciation	Continued from Day I	Spelling for Word Mastery, Lesson I
		English in Action, Ch. 36, pp. 440-442, "Contractions" and "Possessive Pronoun or Contractions"
To learn to listen acutely		Building Better English, Ch. 5, pp. 86-88, "Learning Silent-Letter Patterns"
To develop dictionary skills		English in Action, Ch. 4, pp. 43-44. "Prefixes and Suffixes"
To master some common words that are frequently misspelled	Continued from Day I	Spelling for Word Mastery, Lesson I
		English in Action, Ch. 36, pp. 442-443, "Adding ly to words ending in l" and "Final e"
To listen acutely		Building Better English, Ch. 5, pp. 88-91, "Learning Silent-Letter Patterns," continued.

ONE (continued)

DAY IV

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Trial test. Use D for phonetic analysis of spelling words. Assign final test for Day 5.		Recognizing phonetic structure of words
Give dictation on pp. 439-440. Check and discuss after each dictation activity. Discuss pp. 440-441. Assign Activity 7 for study. Write Activity 8 on pp. 441-442.	Chalkboard or overhead projector	Developing listening
Discuss silent letter patterns on p. 87. Have contest, Activity A and B, p. 88. Assign C; check day 5.	Chalkboard or overhead projector	Developing listening
Check assignment. Discuss prefixes and suffixes, p. 43. Write and discuss Activity 8 on page 44 in class. Assign to learn: Common Suffixes and Activity 9, p. 44.		Learning more about the dictionary
Check assignment. Discuss "Kind of Information that the Dictionary Gives" and Activities on pp. 183-184: A, B, and C. Assign Activity D.		Learning more about the dictionary
Use related activities and enrichment activities.		Reading and thinking critcially

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing, and shelter and his other wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To understand that man meets basic needs and desires in a variety of ways	What are some of the basic needs that should be considered in writing a constitution?	This Is America's Story, Unit IV, Ch. 11-12

ONE (continued) CONTINUATION OF DAY IV

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be stressed
Article III Discuss the powers of the Supreme Court and federal courts. Relate recent court decisions to powers of the Supreme Court.	This Is America's Story, pp. A2-A32	Understanding the Constituti

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing, and shelter and his other wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To develop dictionary skills		Building Better English, Ch. 10, pp. 183-185, "Kinds of Information that the Dictionary Gives About Words"
To develop independence of judgement		Windows on the World, A.E., "The Milk Pitcher," pp. 128-144
To develop dictionary skills		Building Better English, Ch. 5, pp. 86-88, "Learning Silent-Letter Patterns"
To understand that man meets basic needs and desires in a variety of ways	What are some of the basic needs that should be considered in writing a constitution?	This Is America's Story, Unit IV, Ch. 11-12

DAY V

ONE (continued)

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Final test. Best results will be attained if graded tests are returned and reviewed the first school day after the test is given. Assign Lesson 2.		Spelling words correctly in assignment
Check assignment, pp. 441-442. Discuss pp. 442-443. Practice 10, 11, and 12 in class. Study Practice 13 for dictation next day.		
Check assignment, p. 88. Discuss p. 89. Write and check Activity A, p. 90, in class. Assign Enrichment, p. 91.		Developing listening
Amendments Briefly chart on posters the amendments. Possibly using cartoons the students create to explain each amendment.	This Is America's Story, pp. A2-A32	Understanding the Constitution

UNIT

Generalization: Man constantly seeks to satisfy his need for food, clothing, and shelter and his other wants; in so doing he attempts to adapt himself through utilization and exploitation of the earth.

Objectives	Humanitarian Approach	Related Content
To develop an understanding of migrations and conquests in Europe		Building Better English, Ch. 1, pp. 17-20, "Suffixes of Place Names" and "Places Named by Mistake"
To test ability of students to capitalize correctly		English in Action, No Pretests. Give pretest on capitalization.
		Building Better English, p. 313T, Pretest I, "Capitalization"
		English in Action, Ch. 4, pp. 44-45, "Synonyms"
To develop a better understanding of the English language		Building Better English, Ch. 10, pp. 185-188, "Prefixes, Suffixes, and Root Words"

ONE (continued)

CONTINUATION OF DAY V

Concept: Basic human needs.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
As a class or group activity discuss these pages and follow as many activities as time permits.		Comprehending or relating to people of early times (the past)
Give Pretest (mimeographed), copy and return day 6. Go over test in class, giving correct answers, and discuss the reason why each is now correct.		Testing student's ability to capitalize
Check assignment. In class write Activity A-B, pp. 44-45. Discuss synonyms. Assign Activity 11, p. 45.		Developing and understanding English
Check assignment. Follow activities E, F, and G if ability and time permit. Discuss and assign prefixes, suffixes, and root words, pp. 186-187. Assign class to learn guides for word parts and write Activity A, p. 188.		Developing and understanding English

UNIT TWO

OVERVIEW FOR UNIT TWO

The Genesis of modern United States begins with the pioneer's westward movement into the last open spaces in the West.

The United States soon became the world's leading industrial nation. Our industrial growth brought many problems along with its benefits.

We shall study some of these problems, particularly those that resulted from new machines and new methods applied to farming.

Recognizing and writing good sentences and building good paragraphs will continue to be stressed in writing themes.

Training and practice is given in voice intonation (stress, pitch, and juncture) to improve speech habits.

Sentence structure and building good paragraphs will be emphasized in writing reports, letters, biographies, and book reports.

Continued emphasis will be placed on good listening, speaking, and study habits.

UNIT

Generalization: The sequence of human activities and culture patterns is related to geographic location and accessibility and to the particular time in which human beings live. People in different stages of civilization react differently to similar environments.

Objectives	Humanitarian Approach	Related Content
To gain poise, self-confidence, and better diction	What character portrayals have impressed the students: movie, T.V., theater?	English in Action, Ch. 15, "Time Out for Poetry;" Ch. 12, "Enjoying Stories" Building Better English, Ch. 22, "Choral Reading"
To understand that communities are a result of people working together conservatively to meet individual and social needs	What are some of the community activities in which the students participate and what needs are met for them by their participation?	This Is America's Story, Ch. 21, "The Last Frontier is Settled"
To understand that individuals are affected by their cultural backgrounds and in turn influence and modify any new groups contacted	How do the students' associations at home, school, and in the community influence the way they live?	

TWO

Concept: Man and his environment.

Related Learning Experiences to Implement the fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Ask pupils to be prepared to read a poem or short story of their own choice to the class.	Classroom resource materials; tapes and recordings of plays and poems. Cutright, Prudence, et al., Living in the United States World Book Encyclopedia	Reading, writing, speaking and listening
Make a scrapbook showing ways of living in towns and on farms as the last frontier is settled. Trace western settlement and transcontinental railroad by drawing map of the U. S. by 1890.	Library and classroom resource materials; newspapers and magazines The Great West, American Heritage Transparency Masters: No.53-54 Film: "Meet the Sioux Indians" Film: "Westward Growth of Our Nation"	Using research skills to locate, gather, and organize information and illustrate it

UNIT

Generalization: The sequence of human activities and culture patterns is related to geographic location and accessibility and to the particular time in which human beings live. People in different stages of civilization react differently to similar environments.

Objectives	Humanitarian Approach	Related Content
To understand how literature relates to other subject areas		Ideas in Literature - Directions, A.E., The Drummer Boy of Shiloh, pp. 476-481; "Achilles Deatheridge", pp. 474-475; The Man Without a Country, pp. 240-257 Adventures for Readers I, pp. 219-240; The Man Without a Country, pp. 405-420 The Study of Literature, L. III, The Man Without a Country, pp. 230-254 Explorations through Reading, L. I, "Paul Bunyan," pp. 220-222 "A Statue of Mr. Lincoln," pp. 253-264; "From the Second Inaugural Address," p. 265; "The Oregon Trail--1843," pp. 266-267; "Song of the Years," pp. 268-278; "I Hear America Singing," p. 279

TWO

Concept: Man and his environment.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	**Resource Materials**	**Skills to be Stressed**
Have the students write limericks and riddles to be guessed by the class on: Annie Oakley, Wyatt Earp, Kit Carson, Calamity Jane, Bat Masterson.	**Library and classroom resource material** Gray, William S., and Arbuthnot, May Hill, People and Progress L. I, II Russell, David H., et al., On Story Wings, L. I, II	Applying imagination and originality to factual material
Students will try out for roles they would like to read. Read the play as an activity. L. I, II. Produce one play as a class or group project. L. III.	Library and classroom resource material	Sensing, hearing, and speaking the characters' roles in a play
In a class or group discussion, students talk about the author's life, what might have influenced him to write the play, theme of the play, character traits, plot, and climax. L. I, II, III.	Smith, Nila B., et al., Riches in Reading, "The Man Who Taught Lincoln," pp. 151-160; "Nancy Hanks," p. 161; "Robert E. Lee," pp. 162-163; "A Horseman in the Sky," pp. 164-168; "Pioneers! O Pioneers!," pp. 169; "Toward the Sunset," pp. 170-172.	Understanding that although plays have a theme, setting, characters, plot, and climax, its form is different from other literary works

UNIT

Generalization: The sequence of human activities and culture patterns is related to geographic location and accessibility and to the particular time in which human beings live. People in different stages of civilization react differently to similar environments.

Objectives	Humanitarian Approach	Related Content
To improve writing and spelling for use in all written experiences	What personal experiences of the students necessitate writing and how would better writing be an advantage to them?	Reaching Our Goal, "Your Handwriting Fits In", p. 1; "Letter Courtesy", p. 9; "Heading of Letter", p. 10; "Address of Envelope", p. 11; "Patriotism", p. 31. Building Better English, Ch. 18, "Becoming a Good Correspondent;" Ch. 4, "Improving Your Writing Skills"
To follow correct usage in letter writing	What occasions do the students have to write letters?	English in Action, Ch. 28, "Punctuating Simple Sentences and Quotations;" Ch. 29, "Capitalization;" Ch. 7, "A Letter for You;" Ch. 16, "Business Writing"
To understand the formation and pronunciation of words	What words do the students know that have special connotations for their age group (e.g. "pad", "cool", etc.) and do they know the denotation of these?	Spelling for Word Mastery, Lesson 7-12

Concept: Man's boundless influence.

Related Learning Experiences to implement the fusion of Language Arts and Social Studies	Resource Material	Skills to be Stressed
Make a poster or chart showing how the colonies were governed. L. I, II, III.	Classroom resource materials.	Gathering and assimilating materials.
Conduct a mock town meeting discussing the rights the colonists brought with them to the New World, the needs to expand these rights, England's attempts to curb this expansion, and the colonists' resistance to these attempts. L, I, II, III.	Library and classroom resource material. World Book Encyclopedia.	Organizing, thinking, summarizing facts, speaking and listening.
Conduct a debate: Resolved that the colonies were justified in their opposition to the king, even to the extent of open rebellion. L. III. Organize "Committees of Correspondence" and carry on correspondence among the committees. L. I, II, III.	Library and classroom resource materials. Anderson, Vivienne, and Shufelt, Laura M., Your America, pp. 127-145. McCracken, Glenn, and Walcutt, Charles C., Basic Reading, pp. 57-137. Smith, Nila, et al., Voyages in Reading, pp. 60-129. Vinton, Iris, Our Nation's Builders, pp. 172-210. World Book Encyclopedia, "Lincoln-Douglas Debate." McCracken, Glenn, and Walcutt, Charles C., Basic Reading (6), pp. 256-335.	Thinking critically and developing security in the use of language.
Draw a campaign map of the Revolutionary War for the bulletin board. Use red flags for British victories and blue flags for American victories. L. I, II, III.	Geography lab.	Using maps to depict historical events.
Conduct a mock television program covering events and leaders. L. I, II, III.	Library and classroom resource material.	Extracting information from both reading and listening.

Generalization: The sequence of human activities and culture patterns is related to geographic location and accessibility and to the particular time in which human beings live. People in different stages of civilization react differently to similar environments.

Objectives	Humanitarian Approach	Related Content
To understand that leadership develops where many people work together	Who are leaders in the school (monitors, class officers, cheerleaders, sports leaders, etc.), and how do they work with all the students?	This Is America's Story, Unit II, Ch. 22, American History - The U. S. Becomes a Great Industrial Nation
To understand the relationship of literature to social studies		Adventures for Readers, L.I, "Exploring America's Past," "Evangeline," pp. 446-479 Windows on the World, A.E., "Beauty is Where You Find It," pp. 220-262 Ideas in Literature - Directions, Cluster 15: Treasure Island, pp. 514-538, Robert Louis Stevenson; Cluster 8, "Recognition," pp. 273-317 The Study of Literature, L.II, III, "Plot," pp. 5-93

TWO

Concept: Man and his environment.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Select a leader mentioned in this unit and write a short biography.	Library and classroom resource materials Sinclair, Upton, The Jungle The Story of America's Industry by Shippen The Master Builder by Wade (biographical sketches of Bell, Carnegie, Ford)	Using research skills to locate, organize and relate information
Allow students to make a book report on a book they have read which relates to this period of American history. Reports will be read in class.	Smith, Nila, et al., Voyages in Reading, L.III McCracken, Glenn, et al., Basic Reading (8), L.III Smith, Nila B., et al., Challenges in Reading, L.III	Using skills of reading, reporting, and speaking

Generalization: The sequence of human activities and culture patterns is related to geographic location and accessibility and to the particular time in which human beings live. People in different stages of civilization react differently to similar environments.

Objectives	Humanitarian Approach	Related Content
To understand that with unity and cooperation man can face and solve many problems although progress continually brings new ones	What are some of the problems experienced by business and agriculture today?	*This Is America's Story*, Ch. 23-24

TWO

Concept: Man and his environment.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Make a poster or chart showing the growth of labor unions and their objectives.	Library and classroom resource material *World Book Encyclopedia* Film: "Rise of Organized Labor"	Gathering and assimilating materials

TEACHER'S EVALUATION SHEET
EIGHTH GRADE

UNIT TWO

TEACHER'S SUGGESTIONS		TEACHER'S INVENTORY OF TEACHING AIDS AND RESOURCE MATERIALS	
COMMENDATIONS ON THE UNIT	RECOMMENDATIONS FOR IMPROVEMENT	MATERIAL FOUND USEFUL	MATERIAL NEEDED

*Place in folder on back cover, Include sample lesson plans and tests.

UNIT
THREE

OVERVIEW FOR UNIT THREE

A nation is made up of individuals - not only wise leaders, but a people who have the vision and the will to make a dream come true.

This unit is about American people. The need for more workers brought large nujbers of immigrants to our country. Most of these people were disillusioned with their own countries and had dreams of a better way of life for themselves and their children. The population of our large cities grew and this creared problems of housing, sanitation, education, etc.

Efforts have been made to overcome certain problems in American life. We shall s tudy about some of the changes that have taken place in eduaation, in literature, in science and the arts, and in the use of leisure time.

A study of the parts of speech is begun with verbs and their uses in sentence patterns. Stress will be laid on the agreement of verbs with subjects as to number, principle parts of verbs and conjugation of verbs, especially troublesome verbs: lie, lay; sit, set; rise, raise, etc. and contrations of verbs with pronouns and verbs with not.

Sentence structure and building good paragraphs will be emphasized in writing reports, letters, biographies, and book reports.

Continued emphasis will be placed on good listening, speaking, and study habits.

Generalization: Historical events may have significance that reaches far beyond the limits of states or provinces or the place of their origin. The worldwide implications of such events must be understood.

Objectives	Humanitarian Approach	Related Content
To understand that the growth and development of any area of the world can be traced to a combination of internal and external factors	What experience of "rebellion" have the students faced? (Home or school rules, group differences.)	This Is America's Story, Unit VIII, Ch. 25-26

THREE

Concept: Man's boundless influence.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
	McCracken, Glenn, and Walcutt, Charles C., Basic Reading (6)	Using charts to depict historical problems
	Classroom resource material	
	Library and classroom resource material	
Discuss the accomplishments that immigrants and American Negroes have made to the United States.	McCracken, Glenn, et al., Basic Reading (8), L.II, III, "Rip Van Winkle," "The Raven," "Zodomirsky's Duel," "Robinson Crusoe - The Journal," "The Silver Mine," "The Odyssey - Ulysses and the Cyclops"	
Chart the problems caused by massive immigration such as slums, disease, sanitation, etc.	Smith, Nila B., et al., Riches in Reading, L.I, II, "My Land is Fair for Any Eyes to See," "A Tale of Three Truants," "Dolly Madison"	
	Smith, Nila B., et al., Challenges in Reading, L. II, III, "In the United States"	
	Film: "Story of An Immigrant" Transparency Master - No. 55-56	

UNIT

Generalization: Historical events may have significance that reaches far beyond the limits of states or provinces or the place of their origin. The worldwide implications of such events must be understood.

Objectives	Humanitarian Approach	Related Content
To understand that the growth and development of any area of the world can be traced to a combination of internal and external factors	What experience of "rebellion" have the students faced? (Home or school rules, group differences.)	This Is America's Story, Unit VIII, Ch. 25-26
To improve reading ability and relate literature to Social Studies		Adventures for Readers I, Exploring America's Past, pp. 193-219, "Paul Revere's Ride," "The Legend of Sleepy Hollow," pp. 268-287, "Tall Tales and Fantasy," pp. 241-289 Exploration Through Literature, L.I, "The Letters of Jefferson," pp. 180-185; "America the Beautiful," p. 240; "Johnny Tremain and Goblin," pp. 242-250; "First Part of the Declaration of Independence," pp. 251-252; "Letters to His Daughter," by Thomas Jefferson, pp. 466-468; "Suspense and Mystery," pp. 356-425

THREE

Concept: Man's boundless influence.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
	Library and classroom resource material	Using library and classroom resource material to relate to history
Follow activities suggested in Teacher's Manual.	Dictionary of American Biography, Scribner Gray, William S., et al., People and Progress, pp. 342-386 Johnson, Eleanor M., and Jacobs, Leland B., Adventure Lands, pp. 322-376 Smith, Nila, et al., Voyages in Reading, pp. 246-264 U.S. History Transparency Masters, No. 10-21 Vinton, Iris, Our Nation's Builders, pp. 152-238	Relating literature to other subject areas

UNIT

Generalization: Historical events may have a significance that reaches far beyond the limits of states or provinces or the place of their origin. The worldwide implications of such events must be understood.

Objectives	Humanitarian Approach	Related Content
To improve reading ability and relate literature to Social Studies		Windows on the World, A.E., L.I, "America Grows," pp. 66-126; Ideas in Literature: Directions, Cluster 4: "Never Say Die," pp. 143-167; Cluster 5: "Where It Stops Nobody Knows," pp. 169-213 The Story of Literature, L.II, III, "Poetry," pp. 588-651
To develop skill in building good paragraphs	What recent program or event can the students briefly retell and do so in logical order?	English in Action, Ch. 3, "Writing Paragraphs"; Ch. 34, "Writing Complete Sentences" Building Better English, Ch. 8, "Recognizing Complete Sentences"; Ch. 7, "Writing Paragraphs and Themes"

THREE

Concept: Man's boundless influence.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
	Introduction to Literature L.II, III, pp. 197-227 O'Daly, Elizabeth G., and Nieman, Egbert W., L.I, Adventures for Readers, p. 582 Classroom resource material Smith, Nila B., et al., Voyages in Reading, L.II, III, pp. 60-66, 67-69, 70-73, 516-545 McCracken, Glenn, et al., Basic Reading (8), L.III, pp. 516-545, 220-235 Smith, Nila B., et al., Challenges in Reading, L.III, pp. 142-148, 187-197, 317-320, 518-649; p. 149, 150	Relating literature to other subject area
Construct a "Living Paragraph" from a topic sentence by asking each student to think of sentences related to the topic sentence. After students have read their sentences, let them line up if their sentences are judged by the class to be related to the topic sentence. Students will rearrange themselves until the class is satisfied that the paragraph is the best one they can make.		Understanding sentence and paragraph structure

UNIT

Generalization: Historical events may have significance that reaches far beyond the limits of states or provinces or the place of their origin. The worldwide implications of such events must be understood.

Objectives	Humanitarian Approach	Related Content
To show that a democracy not only provides opportunities but also carries responsibilities with it for each member and for other free countries of the world	Why is it important that the United States become a world power?	This Is America's Story, Unit IX, Ch. 27
To understand that a democracy provides for a vast area within the United States and within other free countries of the world	Why must the United States move slowly in annexing nations?	This Is America's Story, Unit IX, Ch. 28
To develop an appreciation of reading	What stories have the students read (or seen depicted on T.V.) that they especially liked?	Windows on the World, A.E., "The Sporting Spirit," pp. 128-182 Ideas in Literature - Directions, Cluster 6: "The Big Wish," pp. 215-257 The Study of Literature, L.II, III, "Character," pp. 94-177 Adventures for Readers, L.I, "Outdoors," pp. 55-91

THREE

Concept: Man's boundless influence.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
	Library and classroom resource material Film: "Woodrow Wilson" "Theodore Roosevelt"	Understanding and orally expressing basic principles and characteristics of our political system
	U.S. History Transparency Masters, No. 61	
Interview Theodore Roosevelt and Woodrow Wilson having them give their views on industry and government	Vinton, Iris, Our Nation's Builders,	Thinking critically concerning historical problems in terms of causes, trends, attitudes, and behavior
Chart the United States' annexation process and system of alliances from the end of the Spanish-American War to 1910.		Developing a visual image of the United States and her alliances prior to 1910
After the stories have been read just for fun, students could write character sketches, present as a play, or write original tall tales.	Doorways to Discovery, A.E., pp. 108-146, 148-191, 324-356 Adventures for Readers, L.I, Unit 8 Introduction to Literature, L.II, III, pp. 410-499	Adjusting speed of reading to selected material

UNIT

Generalization: Historical events may have a significance that reaches far beyond the limits of states or provinces or the place of their origin. The worldwide implications of such events must be understood.

Objectives	Humanitarian Approach	Related Content
To understand word formation and pronunciation		Spelling for Word Mastery, Lessons 13-18
To compose sentences by following rules for correct usage	How do the students' younger brothers and sisters talk, or did they as babies talk, as compared to the way they and adults talk?	English in Action, Ch. 19, "Subject and Verb," Ch. 20, "Making Verbs Agree with Their Subjects," Ch. 21, "Using Correct Verbs" Building Better English, Ch. 9, "Using Verbs in Building Sentences"
To improve penmanship		Reaching Our Goal, "Your Health," p. 5 "Poetry Appreciation," p. 28 "Your Signature," p. 3 "Our Safety," p. 8

THREE

Concept: Man's boundless influence.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Select root words from vocabulary and spelling assignment and make new ones by adding prefixes, suffixes, or both.	Classroom resource material	Building vocabulary by understanding word structure and word families
Teach relationship of subject and verb, agreement of verb with subject, principal parts of verbs, conjugation of verbs, and sentence patterns. Select topic sentences from content area and underline subject and verb. Students may read their sentences and the class will choose the best topic sentences to be written on chalkboard or transparencies. Later these sentences may be used for diagramming.	Chalkboard or overhead projector English Transparency Masters, 8th, I., No. 9-14, 23-25, 31-44	Using sentence pattern (subject-verb); conjugating; diagramming in order to see sentence structure at a glance
	Library and classroom resource material	Improving penmanship

*TEACHER'S EVALUATION SHEET

EIGHTH GRADE

UNIT THREE

TEACHER'S SUGGESTIONS

COMMENDATIONS OF THE UNIT	RECOMMENDATIONS FOR IMPROVEMENT

TEACHER'S INVENTORY OF TEACHING AIDS AND RESOURCE MATERIALS

MATERIAL FOUND USEFUL	MATERIAL NEEDED

*Place in folder on back cover. Include sample lesson plans and tests.

UNIT FOUR

OVERVIEW FOR UNIT FOUR

Since the late 1800's speedier methods of transportation and communication have caused our world to appear to be shrinking, and the United States has become increasingly interested in foreign affairs.

By the early 1900's, the United States had embarked on new foreign policies, particularly toward countries in Latin America and the Far East.

President Theodore Roosevelt emphasized this interest by sending the fleet on a good-will trip around the world.

Skills in recognition and usage of common and proper nouns with their plural and possessive formation is reviewed. Use of nouns in sentence structure as subject, predicate nominative, and object of verbs and use of possessive nouns is practiced. Diagramming of verbs and subjects is introduced and practiced.

Training and practice is given in voice intonation (stress, pitch, and juncture) to improve speech habits.

The treatment of short stories, poems, and plays will be presented in such a manner as to be recognized by the student as literary works and not just another reading lesson.

UNIT

Generalization: The interdependence of groups in a complex temporary society serves as a bond which holds that society together.

Objectives	Humanitarian Approach	Related Content
To develop an appreciation of reading	What stories have the students read or seen depicted on T.V. that they especially liked?	Ideas in Literature-Directions, A.E., Cluster 7: "A Puzzlement," pp. 259-271; Cluster 2: "Behold the Mighty," pp. 61-107 The Study of Literature, L.II, III, "Nature," pp. 274-317
To perfect letter formation		Adventures for Readers, L. I, "Americans All," pp. 381-423
To show that democracy not only provides opportunities but also responsibilities, and these responsibilities reach beyond America's borders	For what freedoms were Americans striving?	Reaching Our Goal, "Alphabetizing," p. 14-15; "Early Interests," p. 22; "Scientific Measurement," p.23 This Is America's Story, Unit IX, Ch. 29. "The United States Plays a Large Part in World Affairs"

FOUR

Concept: Man's interdependence.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
After the stories have been read just for fun, students could write character sketches, present as a play, or write original tall tales.	Classroom resource material	Adjusting speed of reading to selected material
Copy writing from book, paying particular attention to slant and letter formation.		**Improving skills in letter formation**
Prepare a class newspaper with articles and editorials reporting events prior and during World War I (eg - Villa's Raid in New Mexico, Open Door Policy, Russia-Japanese War, Sinking of Lusitania, etc.)	Lawrence Stallings, The Great War Classroom and library resource material Adams, J. T., Album of American History Dictionary of American Biography, Schribner Dictionary of American History, Schribner March of Democracy, Schribner Film: "World War I: Background" "World War I: Building the Peace" "World War I: The War Years" Transparency Masters: U.S. History #65-66	Selecting main ideas and relating supporting facts through journalism

UNIT

Generalization: The interdependence of groups in a complex temporary society serves as a bond which holds that society together.

Objectives	Humanitarian Approach	Related Content
To understand the use of nouns in different parts of sentences	What "names" do the students know (perhaps objects from their pockets or purses) that they can speak of in various ways (subject, object, etc.)	English in Action, Ch. 22, "Using Nouns Correctly"; Ch. 25, "Completers of Verbs" Building Better English, Ch. 11, "Using Nouns in Building Sentences"
To develop skill in word structure	What experiences can the students relate that show a development of word consciousness?	Spelling for Word Mastery, Lessons 19-24
To understand that the degree of economic development influences man's living patterns	How does the economy affect the way the students live?	This Is America's Story, Unit IX, Ch. 32, pp. 678-684. "The Years Between 1920-1940"

FOUR

Concept: Man's interdpendence.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts.	Resource Materials	Skills to be stressed
Select topic sentences from related content, underline nouns, and write above each noun its use in the sentence (subject, predicate noun, or object).	Classroom resource materials English Transparency Masters, 8th, I, 15-16; III5*9	Underlining sentence structure
Pretest for words in spelling may follow a variety of ideas: such as, give out a synonym for the word, dictate sentences using spelling words, give the meaning of the word, or give out words from the spelling list. Check spelling in class. Only words misspelled will be required by the student on test.	Classroom resource material	Applying spelling skills to word$structure and contex clues
Discuss the events leading to the Depression of 1929. Chart the economic events significance on the outbreak of World War II. Chart the business cycle.	Classroom resource material Anderson, Vivienne, and Shufelt, Laura M., Your America Dictionary of American History, Schribner Glanzrock, Jay, Adventures in American History March of Democracy, Schribner Vinton, Iris, Our Nation's Builders World Book Encyclopedia U.S. Transparency Masters: #67-69 Film: ''29 Boom and 30' Depression''	Using research skills and communicating the information

UNIT

Generalization: The interdependence of groups in a complex temporary society serves as a bond which holds that society together.

Objectives	Humanitarian Approach	Related Content
To sharpen perception and develop effective communication	What television or movie plays have the students recently seen that impressed them?	English in Action, Ch. 18, "Entertainment for Everyone" Building Better English, Review, Ch. 2, "Improving Your Speaking Habits," (4,5); Ch. 3, "Listening," (2,3); Ch. 12, "Using Skills in Special Types of Speaking"

OUR

Concept: Man's interdependence.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Discuss guides to good listening and advantages to students of being good listeners in discussion, lectures, reports, etc.	Library and classroom resource material	Forming good speaking, listening, and study habits
Students write questions based on social studies assignments. Students read questions in class and call on others to answer. All students listen and discuss the answers.	This Is America's Story	

*TEACHER'S EVALUATION SHEET
EIGHTH GRADE

UNIT FOUR

TEACHER'S SUGGESTIONS	
COMMENDATIONS ON THE UNIT	RECOMMENDATIONS FOR IMPROVEMENT

TEACHER'S INVENTORY OF TEACHING AIDS AND RESOURCE MATERIAL	
MATERIAL FOUND USEFUL	MATERIAL NEEDED

*Place in folder on back cover. Include sample lesson plans and tests.

OVERVIEW FOR UNIT FIVE

On a night in early August 1914, war came to Europe--the worst war the world had known up to that time.

The United States tried successfully to remain at peace. On April 6, 1917, Congress declared war. On November 11, 1918, the Germans finally gave up and signed an armistice. The war was over.

President Woodrow Wilson met with the leaders of the allied countries in Paris in 1919. The United States wanted no territorial gains. In President Wilson's words, its chief aims were to "make the world safe for democracy" and to make the war "a war to end wars."

President Wilson insisted that the peace treaty should set up an association of nations to help keep peace. This association would be called a League of Nations. The League of Nations was formed, but the United States did not join, due to the popular feeling that we should remain isolationists. Instead the United States made a separate peace with Germany.

Personal pronouns, singular and plural, will be taught and practiced as subject, predicate nominative, direct objects of verbs and as appositives. Diagramming of pronouns in sentences and agreement of verbs with pronoun subjects will be stressed. Understanding the difference between possessive pronouns, and contractions, as well as using we and us before nouns will be emphasized and practiced. Conjugations of verbs may be reviewed here.

Adjectives will be introduced at this point as modifiers (determiners) of nouns and pronouns, as predicate (completers of verbs) adjectives. Comparison of adjectives and diagramming adjectives will be stressed.

UNIT

Generalization: Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.

Objectives	Humanitarian Approach	Related Content
To understand the theories that contradict and endanger democracy	What would happen if democracy ceased to exist?	This Is America's Story, Unit X, Ch. 30, pp. 619-623
To develop acute listening ability and to practice writing and spelling skills	What new words have the students learned in other classes?	Spelling for Word Mastery, Lessons 25-30
To improve the writing of capital letters		Reaching Our Goal, "Individual Differences," p. 32; "First Aid Program," p. 25; "What's In the Air," p. 24; "Bibliographies," p. 17; "Our Opportunities," p. 18

FIVE

Concept: Man meets the challenge of change.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Discussion of Nazism and Fascism	Library and classroom resource material Film: "Adolph Hitler, Part I" "Adolph Hitler, Part II"	
Imagine yourself living in either Italy or in Germany prior to World War II. Write a letter telling some of your experiences, and the beliefs of Mussolini and Adolph Hitler. L. I, II, III.	Today's Isms Library and classroom resource material Adams, J. T., Album of American History Anderson, Vivienne, and Shufeit, Laura M., Your America	Using research skills by relating to the past and communicating this relation in writing
Dictate sentences using spelling words, give the meaning of the word without pronouncing the word, or give out words from spelling list and social studies vocabulary.	Dictionary of American History, Schribner	Applying spelling skills to word structure and context clues
Make a bibliography of books you have read related to social studies.		Using skills in writing capital letters

UNIT

Generalization: Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.

Objectives	Humanitarian Approach	Related Content
To form the habit of using pronouns correctly	What substitute words can the students use for names of people or objects in the classroom? (The names used in Unit III, Nouns, may be used here to supply substitute words.)	English In Action, Ch. 26, "Parts of Speech - Pronouns"; Ch. 27, "Using Pronouns Correctly" Building Better English, Ch. 13, "Using Pronouns in Building Sentences"
To understand the functions of adjectives	What different descriptions can the students give of people or objects in the classroom?	English in Action, Ch. 27, "Using Correct Adjectives"; Ch. 23, "Using Three Kinds of Modifiers--Recognizing and Using Adverbs"; Ch. 24, "Using Correct Modifiers, Double Negatives, Confusing Adjectives and Adverbs" Building Better English, Ch. 15, "Using Adjectives in Building Sentences"; Ch. 17, "Using Adverbs in Building Sentences"

FIVE

Concept: Man meets the challenge of change.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
As an extra activity in playing "Who Are We?", students may appoint recorders for each group to list pronouns used correctly and incorrectly. When the game is over, the recorders will read the list (omitting pupils' names). The class will discuss the misuse of pronouns and change to correct usage.	Classroom resource materials English Transparency Masters, 8th, I., 19-22	Using pronouns as subjects and predicate pronouns, as objects of verbs, and as possessives
Students choose paragraphs from text. List adjectives and nouns or pronouns they modify. Write lists on chalkboard or transparencies. Check for correct usage.	Classroom resource materials Overhead projector	Understanding that adjectives modify nouns and pronouns and answer specific questions such as: how many, what kind of (describe) and which (point out)

UNIT

Generalization: Continuous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.

Objectives	Humanitarian Approach	Related Content
To use literature to identify with social problems	What books or stories have the students read that relate to some of their problems?	The Study of Literature, L. II, III, "America in Folklore and Tales," pp. 178-273; "Old Favorites," pp. 425-481; Adventures for Readers, L.I. Windows on the World, A.E., "America Grows," pp. 92-117; "For the Fun of It," pp. 318-352 Ideas in Literature - Directions, A.E. Cluster 9: "The Hunter and the Hunted," pp. 319-369; Cluster 14: "Of Youth and War," pp. 455-493; Cluster 1: "A Special Bond," pp. 15-59; Cluster 13: "Come Listen Unto Me," pp. 441-453; Unit VI: "The Necklace," pp. 330-335; "The Deacon's Masterpiece," pp. 337-342; Cluster 15: Tree of Freedom, pp. 495-513, Rebecca Caudill Adventures for Readers, Book I, L.I, "Mystery and Adventure," pp. 1-53; "Family and Friends," pp. 93-143.

FIVE

Concept: Man meets the challenge of change.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Read selections from literature and hold group discussions applying procedures we have used during the year.	Smith, Nila B., et al., Voyages in Reading, L.III McCracken, Glenn, Basic Reading (8), L.III Smith, Nila B., et al., Challenges in Reading, L. III	Responding in individual ways to literature through hearing, seeing, and sensing without too much labor, talk, or fuss

UNIT

Generalization: Continous and unrelenting change has been a universal condition of human society throughout both remembered and recorded time.

Objectives	Humanitarian Approach	Related Content
To understand that the desire to maintain democracy often brings the United States into a system of alliances which can result in participation in a worldwide war.	Why are wars often necessary?	This Is America's Story, Unit X, Ch. 30, pp. 623-632
To understand that peace is not guaranteed by the ending of a war	What must be done to guarantee peace after a war?	This Is America's Story, Unit X, Ch. 30, pp. 632-633, 640-641

FIVE

Concept: Man meets the challenge of change.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Chart the events leading to World War II.	Classroom resource material	Organizing research material to gather a unified concept of causes of World War II
Draw maps showing the system of alliances which would result in allied and axis powers.	Films: "Second World War: Prelude to Conflict" "World War II: 1939-41" "World War II: 1942-45" "World War II: Background and Causes" "World War II Prologue" "Second World War II Allied Victory" "Second War II-Triumph of the Axis"	Map skills
	U.S. Transparency Masters, 71-74	
	Life's World War II	
	U.S. Transparency Masters, 75,77	
Chart the system of alliances the United States has formed after World War II.		Applying oral and written skills in social studies
Make a poster of the branches of the United Nations and the duties of each branch.	Film: "United Nations, Organization for Peace"	
Have a debate representing a current problem facing the United Nation by dividing the class into groups representing major divisions of the U.N. (ie--Admittance of Red China)	U.S. Transparency Masters "United Nations"	

*TEACHER'S EVALUATION SHEETS

EIGHTH GRADE

UNIT FIVE

TEACHER'S SUGGESTIONS

COMMENDATIONS ON THE UNIT	RECOMMENDATIONS FOR IMPROVEMENT

TEACHER'S INVENTORY OF TEACHING AIDS AND RESOURCE MATERIA

MATERIAL FOUND USEFUL	MATERIAL NEEDED

*Place in folder on back cover. Include sample lesson plans and tests.

OVERVIEW FOR UNIT SIX

In 1933 Adolph Hitler and his Nazis followers promised to make Germany a great nation again and to recover the land it had lost in World War I.

Hitler and his Nazis kept the German people who disagreed in a state of fear, killed, tortured, imprisioned and drove from the country anyone who dared speak out against them. Some six million European Jews had been destroyed by the Nazis by the close of World War II.

Until 1940 and 1941, Americans had played a neutral role in World War II. Then on December 7, 1941, Japan attacked Pearl Harbor. On December 8, 1941, President Franklin D. Roosevelt asked Congress for an immediate declaration of war against Japan.

On August 6, 1945, the first atomic bomb used against an enemy was dropped on Hiroshima, Japan by the United States. On August 8, 1945, the United States dropped an atomic bomb on Nagosaki, Japan. On August 14, Japan agreed to surrender and on September 2, the peace terms were signed.

In April 1945, representatives of forty-six nations met in San Francisco to complete the first plans for a world organization for peace. The result of this meeting was the United Nations. Fifty-one nations joined at the start. The purpose of the United Nations was "to save" later generations from war and reaffirm the "faith in fundamental human rights, in the dignity and worth of the human person, in equal rights of men and women and of nations large and small."

In spite of the United Nations, there has been an uneasy peace--the "cold war." During the last twenty years, the United States and other countries that believe in freedom have been involved in the "cold war" against communist countries led by Russia and China. The world has been engaged in a struggle between freedom and communism.

Learn how to use prepositions and conjunctions in building sentences. Make games using all the words you can think of to tell about some noun; such as mountain, house, school, town, etc. Of course you think of about, from, over, on, inside, etc. These are prepositions which show relationship between a noun or pronoun and some other word in a sentence.

Learn about prepositional phrases used as adjectives or adverbs and how to tell them apart.

Diagram sentences with prepositional phrases.

Students will learn about indirect objects of verbs and how to diagram sentences using indirect objects.

Students will learn how to build compound sentences by using conjunctions and practice diagramming compound sentences.

Students will review the year's work in linguistic grammar by studying words and patterns, structure words, auxiliaries, adjective-adverb distinction, qualifiers (or intensifiers), indirect objects, objective complement, prepositions, and conjunctions.

UNIT

Generalization: Consideration for the security and welfare of the people of our own nation, as well as people of other nations, remains the mark of the civilized man and has now become the price of national survival as well.

Objectives	Humanitarian Approach	Related Content
To understand that the desire for democracy brings with it a system of allies and enemies which result in a war of words.	Why do you have to understand a theory that conflicts with your own government?	This Is America's Story, Unit X, Ch. 30, pp. 634-639

SIX

Concept: Man attempts to meet the challenge of national and world problems.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Parallel the ideologies of democracy and communism through discussion and charts.	Film: "Nightmare in Red"-Part I "Nightmare in Red"-Part II "Theory of Tactics: Bolsheuism on the March" "Communism" "Challenges of Ideas" "Nikita Khruschev" "Stalin" What You Should Know About Communism and Why, Scholastic Book Service The World of Communism, Swearingen Today's Isms, Ebenstein Communism: What It is and How It Works, Schlesinger/Blustan The Communist Ideology from Lenin to Khruschev The Communist Manifesto, **Karl Marx**, Fredeich Engels	Understanding of political ideologies

UNIT

Generalization: Consideration for the security and welfare of the people of our own nation, as well as people of other nations, remains the mark of the civilized man and has now become the price of national survival as well.

Objectives	Humanitarian Approach	Related Content
To understand the importance and use of prepositions, conjunctions, and compound sentences to make conversation and writing more interesting.	Can the student distinguish between conversation with his peers and conversation with younger children?	English in Action, Ch. 23, "Using Three Kinds of Modifiers"--Recognizing and Using Prepositions; Using Prepositional Phrases. Ch. 31, "Writing and Punctuating Compound Sentences"; Ch. 33, "Writing and Punctuating Complex Sentences"; Ch. 30, "Writing Clear, Concise Sentences"; Ch. 35, "Make Your Sentences Effective" Building Better English, Ch. 19, "Using Prepositions in Building Sentences", Ch. 21, "Using Conjunctions to Build Compound and Complex Sentences"; Ch. 20, "Writing Stories and Poems"; Ch. 23, "Working for Effective Expression"; Ch. 24, "Linguistic Grammar: Sentence Variation"
To develop skill in word structure	What experiences can the students relate that show a development of word consciousness?	
To perfect writing skills		Spelling for Word Mastery, Lessons 31-36 Reading Our Goal, "The Atomic Age," p. 19; "Supersonic Speed," p. 20

IX

Concept: Man attemps to meet the challenge of national and world problems.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Play the "house" game. Use prepositions with relation to the house, furniture, family, etc. Diagram sentences with prepositional phrases. Join words, phrases, and clauses with conjunctions. Practice (orally) making compound sentences. Write compound sentences found in content area of literature and social studies.	Classroom resource material	Developing skill in uses of prepositions, conjunctions, and compound sentences
Study word formation for spelling lesson (roots, prefixes, suffixes, or both).		Developing the ability to form new words and understand new words when met with on the printed page.

UNIT

Generalization: Consideration of the security and welfare of the people of our own nation, as well as people of other nations, remains the mark of the civilized man and has now become the price of national survival as well.

Objectives	Humanitarian Approach	Related Content
To understand that the desire for democracy brings with it a system of allies and enemies which result in a war of words	What would happen if we never considered others?	This Is America's Story, Ch. 30, pp. 642-648, "The Cold War"
To understand that a war of words often results in military conflict although it is an undeclared war	What would result if America remained in isolation?	This Is America's Story, Unit X, Ch. 638 Korean War Viet Nam War - No Text Current periodicals Mass Media

SIX

Concept: Man attempts to meet the challenge of national and world problems.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Draw a map of the world indicating the Pro-western, Communistic, and neutral nations.	Films: "Thailand, Land of Rice" "South East Asia Story--The People" "South East Asia Story--The Land"	Interpreting distribution of democracy and communism throughout the world
Trace the rise of Communism in China emphasizing the split between Russia and China.	"Mao Tse Tung" "China Under Communism" "Communistic Imperialism" "China: Land and the People"	
Post a hall of Fame of present day world political figures.	Democracy vs Communism, 2nd Edition Colegrove	
	Voices Through the Iron Curtain	
	Senior Scholastic	
Write a journal of an American soldier and south Vietnamese citizen--describing conditions, climate, country, resources, history of country, communistic intentions, etc.	Mass Media	Understanding the affects of the cold war through journalis
	Two Viet Nams--Regional 1 Series	
	U.S. Transparency Masters, 78-80	
	U.S. Transparency Masters "Viet Nam"	

UNIT

Generalization: Consideration for the security and welfare of the people of our own nation, as well as people of other nations, remains the mark of civilized man and has now become the price of national survival as well.

Objectives	Humanitarian Approach	Related Content
To use literature to identify with social problems	What books or stories have the students read that relate to these social problems?	Windows on the World, A.E., "Growing Up," pp. 354-404; "America Grows," pp. 118-126; "Giants of the Earth," pp. 264-316 Ideas in Literature - Directions, A.E., Cluster 11: "The Solf-Hearted Crook," pp. 383-409; Cluster 10: "Flesh of Stone and Bones of Steel," pp. 371-381 The Story of Literature, L. II, III, "Biography," pp. 432-481; "Sports," pp. 374-431; "Drama," pp. 485-587 Adventures for Readers, L. I., "The World Around Us," pp. 145-191

SIX

Concept: Man attempts to meet the challenge of national and world problems.

Related Learning Experiences to Implement the Fusion of Social Studies and Language Arts	Resource Material	Skills to be Stressed
Think of the kindest person you have ever known, or the most unkind. Be ready to describe this person to the class, specifying his actions which cause you to feel as you do about him.	Smith, Nila B., et al., Riches in Reading, pp. 12-16, 47-48, 187-191, 226-228, 236-240, 250-253, 257-262, 279-284, 285-292, 312-318, 367-373, 395-399, 406-409, 459-465, 533-536, 225, 254 McCracken, Glenn, et al., Basic Reading (8), pp. 70-76, 93-108, 140-145 Smith, Nila B., et al., Challenges in Reading, pp. 12-20, 48-51	Learning to find the author's purpose in writing a particular poem or story Learning to explain our feelings in relation to others

*TEACHER'S EVALUATION SHEET

EIGHTH GRADE

UNIT SIX

TEACHER'S SUGGESTIONS

COMMENDATIONS ON THE UNIT	RECOMMENDATIONS FOR IMPROVEMENT

TEACHER'S INVENTORY OF TEACHING AIDS AND RESOURCE MATERIALS

MATERIAL FOUND USEFUL	MATERIAL NEEDED

*Place in folder on back cover. Include sample lesson plans and tests.

APPENDIX

ENRICHMENT CHALLENGE

EIGHTH GRADE

Enrich the content material by planning learning experiences that relate today's world to that of yesterday, "highlighting today" and "making yesterday alive." This can be done by including current topics that correspond to topics being studied or by planning activities that relate to material as it occurs on calendar holidays. Possible challenges for enrichment are listed below.

Corresponding current topics:

Unit One - Civil Rights issues and new interpretation of our Constitution

Unit Two - Exploration into space, the oceans, and beneath the earth's crust in relation to westward movement

Unit Three - Resistance and revolutionary movements in industry, agriculture, and economics

Unit Four - Current issues that stress America's continuing cycle of isolationism and internationalism

Unit Five - Changes in the American way of life today and how these changes have affected internationalism

Unit Six - The competitors of democracy

Significant calendar holidays,

Mid-South Fair - Make your own Fair display of Tennessee's products, industries, etc.

Columbus Day, Oct. 12 - Dramatize "The Landing of Columbus."

Veteran's Day, Nov. 11 - Conduct a program for Veteran's Day including speeches, poems, and readings. This may be presented as an assembly program.

Thanksgiving Day - Conduct a skit about "The First Thanksgiving" or write poems about it.

Christmas, Dec. 25 - Make reports on customs of people in their countries, preferably countries included in the studies during the year.

Lincoln's Birthday, Feb. 12 - Read and perform a play about Lincoln.

Washington's Birthday, Feb. 22 - Make oral reports about Washington.

Easter - Produce an Easter panorama with a narrato or make reports on Easter customs.

LANGUAGE ARTS - SOCIAL STUDIES

Alternate Generalizations

Unit I

Past and present civilizations represent our cultural heritage. The races, cultures, and civilizations in most areas of the world and of most historical periods, beginning with the dawn of recorded history, have made some contributions to the growth of our present civilizations.

No real break exists between the cultures of the ancient Neolithic farmers and the great civilizations of today. The rate of cultural progress and the dissemination of new knowledge have accelerated tremendously. The use made of great cultural advances is the most urgent problem in the modern world.

Unit II

To exist, man must utilize natural resources. Groups develop ways of adjusting to and controlling the environment in which they exist. Human change, and even the whole structure of civilization, may depend upon the nature and extent of man's supply of energy and his ability to utilize and control it.

The significance of the physical features of the earth is determined by man living in his environment. The natural environment may set the broad limits of economic life within a region, but it is man who determines its specific character within the limits of his culture.

Unit III

Life on the earth is influenced by the earth's (global) shape, its size, and its set of motions. The shape of the earth causes the unequal distribution of sunlight, which in turn influences the circulation of the atmosphere and causes differences in climate and natural vegetation.

Major climatic regions coincide approximately with major vegetation zones, because vegetation is related to climatic conditions. Natural vegetation is a great resource utilized by man. The physical elements of the earth are a unit, and no part can be understood fully except in terms of its relationship to the whole.

Civil freedom - freedom of thought, speech, press, worship, petition, and association - constitutes the core of freedom. With civil liberty all other kinds of freedom become possible; without it, none of them can have any reality.

Unit IV

In a democracy, government is the servant of the people; people are not servants of governments. Government is by right an institution made by man for man. The source of authority resides in the people.

Recognition of the dignity and worth of the individual brings about an intelligent approach to the improvement of human living standards, and recognition and understanding of world interdependence.

LANGUAGE ARTS - SOCIAL STUDIES SKILLS

Locating information

Finding materials in the library
Working with books, encyclopedias, and other reference books
Using the dictionary efficiently
Reading newspapers, magazines, and pamphlets with discrimination

Organizing information

Knowing how to take notes
Selecting main points and supporting facts
Classifying, arranging, and summarizing material in outline or chart form
Making a simple table of content and a bibliography
Developing "background" material

Acquiring and evaluating information through listening and observing

Listening and observing with a purpose, reserving judgment until the speaker's entire presentation has been heard
Relating, comparing, and evaluating information gained and observed

Acquiring and evaluating information through reading

Making use of headings, topic sentences, and summary sentences
Recognizing main and subordinate ideas pertinent to the topic being studied
Developing literary appreciation in the pursuit of enrichment material

Communicating

Speaking with accuracy and poise
Writing with clarity and exactness

Interpreting pictures, charts, graphs, tables, maps, and globes

Recognizing and interpreting the point of view expressed
Locating places on maps and globes using scales and computing distances
Comparing maps and drawing inferences
Interpreting map symbols and visualizing what they represent

Problem-solving and critical-thinking

Recognizing, interpreting, and critically evaluating problems to be solved
Learning to use problem-solving techniques in meeting personal and societal problems

Understanding time and chronology, place and space

Developing an understanding of the time system and the calendar
Developing an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time
Associating landmarks of place and space

Working with others

Respecting the rights and opinions of others
Understanding the need for making, observing, and enforcing rules
Developing habits of good citizenship
Appreciating the wonderful heritage of our democratic way of life
Understanding that both rights and responsibilities are inherent in a democracy

EVALUATION

Evaluation of the Language Arts-Social Studies program should be a constant part of the teaching-learning process, and both the teaching and the learning should be evaluated. This should be not only a continuous process but also a cooperative one. The pupil should be as conscious of all the evaluative aspects as the teacher and should participate in the evaluation as much as is possible. Through involvement of both the teacher and the learner in the teaching-learning evaluation, each can more readily profit and perform. Suggested procedures for attaining this total involvement follow.

Teaching Evaluation

Pupil teaching evaluation:

Personal reports. Have the pupils write, individually or in groups, about the activities, assignments, methods, etc. that profit them the most and why; or those that profit them the least and why. Have them express their likes and dislikes related to the teaching. When there is good rapport and a climate of enthusiasm and mutual respect, these expressions can be valuable to the pupil's insight of himself and the teacher's insight of his pupils.

Oral comments. Most pupils, though to varying degrees, express their feelings occasionally concerning the various aspects of the teaching processes used by a teacher. Encourage this expression.

Teacher-pupil teaching evaluation:

Discussions. Discuss with the pupils ways of teaching which help them the most or the least and why (their likes, dislikes, feelings, etc.). Analyze their comments and use those from which all can best profit. Help the pupils overcome any negative feelings.

Checklists. Make checklists with the pupils by which objectives, procedures, skills, understandings, habits, etc. can be rated.

Comparisons. Compare with the pupils a current study with one previously studied and develop improvements for the next one.

Teacher teaching evaluation:

Questionnaires. Make out questionnaires for the students to answer. What type assignments, tests, and activities do they prefer? Are the tests, reports, etc. being given in a way that allows them to do their best?

Observations. Listen to the pupils discussions at work or in other situations.

Self-review. Analyze your teaching, asking yourself such key questions as:

‘‘Am I planning wisely and far enough in advance?’
‘‘Am I providing opportunities for all to participate?’’
‘‘Am I meeting the needs and interests of my students, the talented, the reluctant, and the in-betweens?’’
‘‘Are my assignments, tests, etc., either too few, too many, too difficult, or too easy?’’
‘‘Are my assignments, tests, etc., being returned before they lose their importance?’
‘‘Are the objectives, skills, attitudes, appreciations, etc., being attained?’’
‘‘Am I thoroughly acquainted with each pupil and the caliber of his work?’’

*Checklists. Make a checklist to rate teacher-pupil interaction to a lesson or to rate the actual lesson itself.

*A sample checklist guide to rate teacher-pupil interaction follows.

UATION (continued)

Learning Evaluation

upil learning evaluation:

Logs and diaries. The pupil records his main activities, the extent of his participation in class, his assignments, and the degree of completion of these.

Records. The pupil keeps a record of books read, special contributions to the class, progress in grades, etc.

*Checklists. The pupil estimates his own achievements, contributions, etc.

Files. The pupil keeps a file of his written work so that he may see his progress.

Tests. The pupil makes out quiz lists, riddles, matching exercises, questions, etc., to be used as a testing activity.

eacher-pupil learning evaluation:

Conferences. Review with the pupil his log or diary, his records, checklists, and files. Discuss his strong points as well as his weak ones.

Interviews. Discover and discuss with the pupil his difficulties and problems.

Discussions. The class through discussions evaluates individual and group reports and activities. Review and summarize with the class facts, skills, attitudes, etc. learned.

Tests. The teacher and the pupils work together to review materials and plan a suitable test.

Teacher learning evaluation:

Observations. Rate the pupils' logs or diaries, records, and checklists. This can be done during the teacher-pupil conferences. Discuss the rating and where and how improvement can be made with the pupil. Also, rate the pupils' participation and contributions in class discussions and group activities. This can be discussed with the pupil during the teacher-pupil interviews.

Appraisals. Grade the pupils' oral and written reports and assignments.

**Tests. Use not only the pupil-made tests and the teacher-pupil-made tests but also the teacher-made tests.

*A sample student self-evaluation checklist follows.

**Tips for teacher-made tests and a Teacher-made Test Checklist follow.

STUDENT SELF-EVALUATION CHECKLIST

*How Do I Rate As A Group Member?

INSTRUCTIONS: Write the number of the words which you believe best apply to you in the spaces following the questions. Rate as follows: Excellent - 1; Good - 2; Fair - 3; Poor - 4.

Did I help my group to establish its aims and did I understand its plans?

Did I carry out all of my group assignments quickly and efficiently?

Did I contribute a fair share of books, materials, and work to my group?

Did my general conduct help the smooth functioning of group activities?

*This sample self-evaluation checklist is designed for the individual involved in group activity, but similar checklists can be used for independent activity, too.

*TIPS FOR TEACHER-MADE TESTS

Planning the test.

Teach not to fit a given test, but teach with the test in mind. By all means test according to the teaching.

Constructing the test.

Cover the material taught, asking more questions on the most emphasized areas and fewer questions on the least emphasized areas.

Provide a wide range of items, always ranging from easy to difficult and varying the type items (essay, completion, true-false, multiple-choice, matching).

Using the test.

Provide individual copies with clear and definite directions. Use a test that is relatively easy to score, allowing the teacher to be more objective, but use one that allows the student to do his best.

Evaluating the test.

Get a picture of the overall class performance: comparison of all the classes' performance may even be desired. Make sure that both you and the students have had a learning experience, you in improving construction and the students in improving performance.

**CHECKLIST FOR TEACHER-MADE TESTS

Essay questions

Are essay questions restricted to measurement of objectives not readily measured by other item types?

Are essay questions framed around specific problems, adequately delimited in scope?

In general, is use made of a large number of brief essays rather than one or two extended essays?

Does each essay question indicate clearly and accuratel the desired extent and depth of the answer?

Completion Items

Does each statement limit the correct answer to one or two specific words or phrases?

Is an excessive number of blank spaces avoided?

Does the omitted part of each question come at the end or near the end of the statement?

True-False Items

Is each item definite and **not ambiguous in meaning**?

Are the items based upon statements that are absolutely true or false, without qualifications or exceptions?

Are the items free from specific determiners such as ''always'' and ''usually''?

In the modified true-false type of item, is the word to be corrected clearly indicated by underlining or special type?

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*See also: Suggested criteria material, Specific Tasks, Testing Procedures.

**Adaptation of Sherman N. Tinkelman, Improving the Classroo Test, A Manual of Test Construction Procedures for the Classroom Teacher, University of the State of New York, Sta Education Department, Bureau of Examinations and Testing, Albany, New York.

CHECKLIST FOR TEACHER-MADE TESTS (continued)

Multiple-Choice Items

Are the items presented in clear and simple language, with vocabulary kept as simple as possible?

Does each item have one and only one correct answer?

Is each item concerned with a single central problem?

Do the responses or choices come at the end of the incomplete statements?

Are the responses grammatically consistent with the stem and parallel with one another in form?

Matching Items

Are the lists of premises and responses relatively short?

Are the matching lists conveniently arranged?

Do the directions indicate clearly the basis upon which the lists are to be matched?

Is the list of responses longer than the list of premises to preclude guessing by elimination?

*SUGGESTED CRITERIA MATERIAL

ASSIGNMENT MATERIAL

MAKING ASSIGNMENTS
(Suggested procedures which may be appropriate)

The Teacher:

Communicates the task clearly, explaining: (a) purposes, (b) procedures, (c) the relationship to the overall aims, (d) the basis of evaluation, and (e) the due date.

Makes the assignment at an appropriate time during the lesson.

Utilizes verbal and nonverbal student cues to determine the length of time allotted for making the assignment.

Makes arrangements for gifted, slow, or previously absent students so the work satisfies their needs.

Handles students' individual problems without disturbing other students.

MONITORING IN-CLASS ASSIGNMENTS
(Suggested procedures which may be appropriate)

The Teacher:

Quickly establishes the type of working environment best suited for the assigned task.

Throughout the period, if necessary, takes steps to reestablish a good working environment.

Periodically checks to insure that the work is proceeding well.

Alerts all students to common problems which develop and require classification.

Takes care of students' individual problems without disturbing other students.

Makes allowance for students who complete the task early.

INDIVIDUALIZED ASSIGNMENT OR STUDY
(Suggested procedures which may be appropriate)

The Teacher:

Bases individual instruction on diagnosis of students' strengths and deficiencies.

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*Bureau of Educational Research and Service, Memphis State University

Develops individual patterns of instruction in relation to student rate of learning and level of achievement.

Selects procedures and materials which enhance the content for each student.

Ascertains that students understand purpose and nature of individual assignment.

Provides students opportunity for individual assistance.

Develops realistic standards of accomplishment with each student.

Evaluates progress with individual student at appropriate intervals.

Relates individual study and assignment to classroom activities.

REVIEW AND CORRECTION OF ASSIGNMENTS
(Suggested procedures which may be appropriate)

The Teacher:

Restates or asks a student to restate the substance of the assignment and the goals of the assignment in relation to the goals of the course.

Provides students, either individually or as a group, with feedback on the accuracy of their responses.

Provides students, either individually or as a group, with correct responses or some means of finding correct responses.

Uses classtime efficiently by giving the answers or explanation himself when student responses might lead to confusion rather than clarity.

Uses student explanation of correct answers previously selected by the teacher when active class participation is desired.

Assigns, when necessary, additional work to provide clarification and/or practice.

Keeps a record of each student's performance on the assignment.

CLASSROOM COMMUNICATION

THE LECTURE
(Suggested procedures which may be appropriate)

The Teacher:

Lectures only when it is an effective means of attaining the instructional goal.

When possible, provides students with an outline of the main points to be covered or the questions to be answered.

Explains the expected role of the student and his responsibilities to the material (e.g., questioning or note-taking).

Uses vocabulary that is clearly understood by the students.

Illustrates the main ideas and difficult concepts through the use of examples, analogies, non-verbal symbols, and audio-visual material.

Paces the lecture and adjusts the length on the basis of attending behavior cues, students' attention span, student response to teacher-initiated questions, and student-initiated questions.

Refocuses student attention by highlighting and restating the main points throughout the lecture.

Maintains student attention by varying the stimulus, e.g., moving about, gesturing, use of silence, changing the tone and volume of voice, establishing eye contact.

Adjusts physical surroundings, e.g., heating, lighting, and seating to facilitate the lecture presentation.

TEACHER-LED DISCUSSIONS
(Suggested procedures which may be appropriate)

The Teacher:

Insures that the students are prepared to discuss the topic.

Creates an appropriate set designed to facilitate the aims of instruction.

Focuses the discussion to minimize irrelevant digressions.

Asks provocative questions and gives new examples to sustain the discussion and to redirect it when necessary.

Clarifies ambiguous statements or seeks student clarification.

Attempts to bring non-participating students into the discussion and to prevent its monopoly by a few students.

Synthesizes, or encourages students to synthesize, the main points throughout and at the end of the discussion.

Provides references for further study of the topic and related issues.

PANEL DISCUSSIONS
(Suggested procedures which may be appropriate)

The Teacher:

Planning

Develops with students a rationale for using panel discussion.

Considers panel composition, e.g., ability level and group size, in relation to anticipated goals.

Selects topics which are appropriate for panel discussions, i.e., can best be discussed by several people rather than one.

Provides for students' interests and preference in assigning the discussion topics.

Insures that the students involved in the panel are prepared or have sufficient experience to present and discuss the topic.

Explains to the panelists their responsibilities re: both research and reporting.

Establishes a definite evaluation procedure.

Conducting the Panel

Arranges the physical environment to facilitate panel discussion.

Explains the responsibilities of the class during the panel discussion.

Has students maintain the same standards of disciplin and courtesy as they do for his own class presentatio

Evaluates the panel discussion according to the prearranged procedures.

USING AUDIO-VISUAL AIDS
(Suggested procedures which may be appropriate)

The Teacher:

Familiarizes himself, in advance, with the content and appropriateness of A-V materials.

Uses chalkboards, bulletin boards, overhead projectors, maps, and other available aids to reach the instructional goals.

Uses a variety of Audio-Visual materials to complement, clarify, and add perspective to the instruction.

Prepares the class for films, tapes, etc., by indicating a focus for viewing or listening.

Is prepared to use alternative procedures in case of equipment failure.

Insures that the operation of Audio-Visual equipment does not detract from its intended purpose of facilitating teaching and learning.

TESTING PROCEDURES

(Suggested procedures which may be appropriate)

CONSTRUCTING TESTS

The Teacher:

Constructs each test item to measure a specified behavior which corresponds with instructional objectives.

Insures that the length of test is appropriate to the time allowed.

Teacher constructs test questions and directions which could be clear to the students.

PREPARATION FOR TESTS

The Teacher:

Provides students with guides for study.

Reviews major points with students.

ADMINISTRATION OF TESTS

The Teacher:

Administers the test at an appropriate time.

Makes students aware of the relationship between the test and the instructional objectives.

Specifies how the test will be evaluated.

Gives clear and complete instructions for taking the test.

Makes allowance for students who complete the task early.

Monitors the test to reduce distractions, provide additional clarification, and discourage cheating.

Alerts all students of problems which develop and require clarification.

Takes care of students' individual problems without disturbing other students.

USING TEST RESULTS

The Teacher:

Uses test results to evaluate previous instruction and formulate future instruction.

Uses test results to clarify and reinforce important concepts.

Uses test results to reteach unlearned concepts of skills.

Shows the students the relationship between their achievement on the test and the aims of instruction.

PROBLEM SOLVING (BY THE INDUCTIVE TECHNIQUE)

(Suggested procedures which may be appropriate)

The Teacher:

Clearly identifies the problem (with the students.)

Identifies, or allows students to identify, skills, concepts, and principles necessary for working with the problem.

Provides materials and suggests resources for assembling appropriate evidence relevant to the problem.

Directs student efforts in sifting, organizing, and analyzing evidence.

Elicits tentative hypotheses for the problem.

Directs students in speculating about the effectiveness of suggested hypotheses.

Channels student efforts in deciding on the best possible solutions to the problem.

Develops with the students possible means of implementing the solution.

Directs students in evaluating the problem-solving experience.

USING ORAL REPORTS
(Suggested procedures which may be appropriate)

Preparation

The Teacher:

Screens topics to assure that they are relevant and significant.

Clarifies for each student his responsibilities regarding the breadth and depth of the report.

Considers student interest and ability in determining the assigned topic.

Assigns only topics for which adequate information is available.

Encourages students to use A-V devices in their presentation.

Instructs students in some relevant rudimentary public speaking techniques.

Establishes evaluative criteria and procedures and communicates these to the class.

Allows for appropriate alternative activities for those students unable to give oral reports.

Presentation

The Teacher:

Informs the class of its responsibilities during each report, e.g., note-taking, preparing questions, listening attentively, evaluating the presentation.

Insures that the class is ready to hear each report by introducing the topic and relating it to the unit as a whole.

Has audio-visual devices available for student use.

Maintains the same standards of discipline and respect toward the student reporter as he does for his own presentations.

Allows time for relevant discussion and student questions after the report.

Uses previously specified evaluation criteria and procedures.

Evaluates the context of the report as well as presentation techniques.

*INTRODUCING A UNIT

(Suggested procedures which may be appropriate)

The Teacher:

The teacher recognizes the importance of the introduction and organizes and times the lesson so that other activities do not detract.

Arouses student interest in the unit by relating it to other experiences, showing personal enthusiasm, and providing for potentially interesting student activities.

Ascertains that purposes of the unit are clear to the students.

Explains or develops with students their roles in the unit and their responsibilities to the material.

Relates the unit to previous units and overall goals for the year.

Utilizes instructional materials which enhance introduction activities.

Discusses the ways and means for evaluating the unit.

SUMMARIZING A UNIT

(Suggested procedures which may be appropriate)

The Teacher:

Insures that students have understood the purpose of the unit and its relation to the overall goals of the course.

Provides for a synthesis of the more important sections and activities of the unit.

Provides for a synthesis of the more important concepts and principles of this unit with those of previous units.

Identifies any uncertainties about significant aspects of the unit and provides clarification for the class or individual students.

Suggests additional materials and activities for students specially interested in the topic.

Demonstrates awareness and approval of students' accomplishments during the unit.

Provides a smooth transition to the next unit.

SMALL GROUP WORK

(Suggested procedures which may be appropriate)

The Teacher:

Insures that the students are prepared or have sufficient experience to discuss the topic.

Utilizes small group work (1) to achieve expression of individual opinions, (2) when small group organization will facilitate project work (3) when solutions to problems are sought, and (4) when maximum student interaction is desired.

Develops with the students a rationale for using small groups for the particular lesson.

Considers group composition, e.g., ability level, sex, and size in relation to anticipated goals.

Arranges the physical environment to facilitate small group work.

Provides for additional instructional materials and equipment for the students' use, e.g., magazines, books, chalkboards, records, etc.

Explains the expected role and responsibilities of eac student in the group.

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*Bureau of Educational Research and Service, Memphis State University

Checks the progress of the groups to insure that work is moving well.

When necessary, directs the progress of groups by establishing good group dynamics, sharpening their focus on the problem, or pacing their activities.

Incorporates results of small group work into other learning activities.

Gradually increases students' responsibilities in: (1) topic selection, (2) organization, (3) planning, and possibly (4) evaluation.

EIGHTH GRADE SUGGESTED CLASSROOM RESOURCE MATERIAL

*Anderson, Howard R., Programmed Practice for This Is America's Story. Houghton Mifflin Company. (To be used at the teacher's discretion.)

*Anderson, Vivienne, and Shufelt, Laura M., Your America. Prentice Hall, Inc. (Adaptable to all units.)

*Cutright, Prudence, et al., Living as World Neighbors. Macmillan Company. (Adaptable to all units.)

**Cutright, Prudence, et al., Living in the United States. Macmillan Company.

*English Program for Junior and Senior High Schools, An, Grades 7-12, Curriculum Guide. Memphis City Schools.

*Glanzrock, Jay, Adventures in America History. Silver Burdett Company. (Adaptable to all units.)

*Hoffman, George W., Life in the Americas. Workbook, Teacher's Edition. Steck-Vaughn Company. (Adaptable to all units.

*James, Preston E., and Davis, Nelda, The Wide World. Macmillan Company. (Adaptable to all units.)

*Jones, Daisy M., and Cooper, J. Louis, From Actors and Astronauts. Harper and Row. L. I. (Adaptable to Units I and V.)

**Jones, Daisy M., and Cooper, J. Louis, From Codes to Captains. Harper and Row. L. I. (Adaptable to Units I, II, and V.)

**Jones, Daisy M., and Cooper, J. Louis, From Coins to Kings. Harper and Row. L. I.

**McCracken, Glenn, and Walcutt, Charles C., Basic Reading. J. B. Lippincott Company (8)

*Palmer, R. R., Atlas of World History. Rand McNally. (Adaptable to all Units.)

**Russell, David H., et al., On Story Wings. Ginn and Company. (Adaptable to all Units.)

*Social Studies Curriculum Guide, Vol. I, Grades 7-12. Memphis City Schools.

**Vinton, Iris, Our Nation's Builders. Charles E. Merrill Books, Inc. (Adaptable to all units.)

* - One copy per teacher.
** - Five copies per teacher.

GENERAL RESOURCE MATERIALS

Resource materials are an invaluable aid to the classroom teacher in providing for more effective and more enriched learning experiences. The use of books, pamphlets, newspapers, magazines, periodicals, maps, globes, charts, graphs, pictures, posters, models, the overhead projector, slides, films, filmstrips, radio, television, audio tapes, records, etc. greatly intensify and make for more meaningful learning experiences. In order to assist the Language Arts-Social Studies teacher in securing resource materials, the following listings of sources for such materials have been provided.

Catalogues for guest speakers:

*Community Resources, Department of Research and Publications, Memphis City Schools.

Programs Available without Cost: Films, Talks, Demonstrations, Booklets, Teaching Aids, Public Relations Department, Southern Bell Telephone and Telegraph Company, 1544 Madison Avenue, Memphis, Tennessee.

Catalogue for reading materials:

*Recommended Reading List, English, Grades 7-12, Department of Instruction, Division of Secondary Education, Memphis City Schools.

Lists of transparency masters:

U. S. History Transparency Masters, Film Library, Division of Educational Materials, Memphis City Schools.

English Transparency Masters, 8th, Film Library, Division of Educational Materials, Memphis City Schools.

Source for letter writing:

The American School, Apartado Postal N. 83, Guatemala City, Guatemala, Central America.

Periodicals for current events:

Current Events, American Education Publications, 1250 Fairwood Avenue, Columbus 16, Ohio.

Junior Review, Civic Education Service,
1733 K Street, N.W., Washington 6, D.C.

Junior Scholastic, Scholastic Magazines,
33 West 42nd Street, New York 36, New York.

Scope, Scholastic Magazines,
33 West 42nd Street, New York 36, New York.

Catalogues for films:

*Educational Films, Division of Educational
Materials, Memphis City Schools.

Modern Index and Guide to Free-Loan
Educational Films for Schools, The
Classroom Service Department, Modern
Talking Picture Service, Inc.,
214 South Cleveland Street, Memphis,
Tennessee.

Programs Available without Cost: Films, Talks,
Demonstrations, Booklets, Teaching Aids, Public
Relations Department, Southern Bell Telephone and
Telegraph Company, 1544 Madison Avenue, Memphis,
Tennessee.

Recommended paperback books, magazines, and books:

Holiday Inn Magazine for Today's Traveler.
Holiday Press, 3781 Lamar Avenue,
Memphis, Tennessee.

Teen Age Tales
D. C. Heath and Company. L. I-II, A.E.

American Adventure Series
Harper and Row, Publishers. A.E.

Our Wonderful World
Spencer Division, Grollier Educational Corporation.

*BOOKS ABOUT TENNESSEE AND BY TENNESSEE AUTHORS

Alderson, William T., ed.
Landmarks of Tennessee History. Tennessee Historical Society, Nashville, c. 1965. $4.00.

Bailey, Bernadine
Picture Book of Tennessee. Albert Whitman, Chicago, c. 1952, 2nd Printing 1959. $1.50.

Boyce, Everett Robert
Unwanted Boy, The, Autobiography of Gov. Ben. W. Hooper. University of Tennessee Press, Knoxville, c. 1963. $5.00.

Brooks, Maurice
Appalacians, The. Houghton Mifflin, Boston, c. 1965. $6.95.

Bullard, Helen
Cumberland County's First Hundred Years. Published by Centennial Committee, Crossville, Tennessee, c. 1956. $5.00, printed by Williams Printing Co., Nashville, Tennessee.

Campbell, Carlos C.
Birth of a National Park in the Great Smoky Mountains. University of Tennessee Press, Knoxville, c. 1960. $5.00.

Carr, John
Early Times in Middle Tennessee, Eyewitness Accounts. Parthenon Press, Nashville, Tennessee, c. 1857, reprinted 1958. $3.00.

Caudill, Rebecca
Far-off Land, The. Viking Press, New York, c. 1964. $3.50.

Coit, Margaret L.
Andrew Jackson. Houghton Mifflin Co., Boston, c. 1965. $3.50.

Crabb, Albred Leland
Dinner at Belmont, A novel of captured Nashville. Bobbs-Merrill, c. 1942, Reprinted 1965.

Creekmore, Betsey Beeler
Arrows to Atoms - The Story of East Tennessee. University of Tennessee Press, Knoxville, 1959.

Dykeman, Wilma
French Bread, The. University of Tennessee Press, Knoxville, c. 1955, 4th printing 1965. $5.50.

Dykeman, Wilma
Tall Woman, The. Holt, Rinehart and Winston, New York, c. 1962. $4.95.

Elliott, Lizzie P.
Early History of Nashville. Originally published by the Board of Education, Nashville, 1911. Nashville Public Library, c. 1963. $3.95.

Farrar, Rowena Rutherford
Bend Your Heads All. Holt, Rinehart and Winston, New York, c. 1965. $5.95.

Fort, John
Make Way for the Great. Benson Printing Co., Nashville, c. 1950.

Foster, G. Allen
Impeached, President who almost lost his job. Criterion Books, New York, c. 1964. $3.95.

Frantz, Mabel Goode
Full Many a Name, the Story of Sam Davis. McCowat-Mercer Press, Jackson, Tennessee, c. 1961. $3.95.

Gage, Wilson
Big Blue Island. World Publishing Company, Cleveland, c. 1964. $3.50.

Gerson, Noel B.
Slender Reed, The. Biographical novel of James Knox Polk, 11th President of the United States. Doubleday, New York, c. 1965. $5.95.

Govan, Gilbert E.
Chattanooga Country From Tomahawks to TVA, The. University of North Carolina Press, c. 1952. Revised 1963 by University of Chattanooga.

Govan, Christine Noble
Mystery at Rock City. Sterling Publishing Co., New York, c. 1960, 2nd printing 1962. $2.75.

Govan, Christine Noble
Number 5 Hackberry Street. World Publishing Co., Cleveland, c. 1964. $3.41.

Hesler, L. R.
Mushrooms of the Great Smokies, a field guide to some mushrooms and their relatives. University of Tennessee Press, Knoxville, c. 1960. $5.50.

Hood's Nashville Campaign
Full story of Franklin and Nashville, cavalry operations, human interest stories by leading experts, from the Civil War times, illustrated.

Kane, Harnett T.
Picture Story of the Confederacy, A. Lothrop, Lee and Shepard, New York, c. 1965. $3.50.

Knox, John Ballenger
People of Tennessee, The, A study of population trends. University of Tennessee Press, Knoxville, c. 1949. $3.00.

Lomask, Milton
Andy Johnson, Tailor who became President. Ariel Books, New York, c. 1962. $2.95.

McMahan, Basil B.
Mystery of Old Stone Fort. Tennessee Book Co., Nashville, c. 1965.

Main, Mildred Miles
Footprints. Steck Co., Austin, Texas, c. 1957. $2.50.

Martin, Christopher
Your National Parks: Great Smoky Mountains. G. P. Putnam's Sons, New York, c. 1965. $3.29.

Remini, Robert V.
Election of Andrew Jackson, The. Lippincott Co., New York, c. 1963. $4.50.

Severn, Bill
Frontier President: James K. Polk. Ives Washburn, Inc., New York, c. 1965. $3.95.

Seymour, Digby Gordon
Divided Loyalties, Fort Sanders and the Civil War in East Tennessee. University of Tennessee Press, Knoxville, c. 1963. $7.50.

Sheppard, Muriel Earley
Cabins in the Laurel. University of North Carolina Press, Chapel Hill, c. 1935, 4th printing 1965. $5.95.

Steele, William O.
Trail Through Danger. Harcourt Brace, New York, c. 1965. $3.25.

Steele, William O.
Westward Adventure, True story of six pioneers. Harcourt, Brace & World, New York, c. 1962. $3.25.

Stupka, Arthur
Notes on the Birds of Great Smoky Mountain National Park. University of Tennessee Press, Knoxville, c. 1963. $3.00.

Stupka, Arthur
Trees, Shrubs, and Woody Vines of Great Smoky Mountain National Park. University of Tennessee Press, Knoxville, 1964.

Tennessee Historical Markers Erected by the Tennessee Historical Commission. Tennessee Historical Commission, Nashville, c. 1962.

Three Pioneer Tennessee Documents
Donelson's Journal
Cumberland Compact
Minutes of Cumberland Court. The Tennessee Historical Commission, Nashville, c. 1964.

Van, Marguerite
Jacksons of Tennessee, The. E. P. Dutton & Co., New York, c. 1953, 4th Printing 1963. $3.75.

*These books are available in all libraries serving junior high students.

RECOMMENDED READING FOR JUNIOR HIGH SCHOOL AMERICAN HISTORY

Books for General Use

Adams, James T. Album of American History. Scribner.

Adams, James T. Atlas of American History. Scribner.

Adams, James T. Dictionary of American History. Scribner.

Adams, James T. March of Democracy. Scribner.

Allen, F. L. Only Yesterday: An Informal History of the 1920's.

Allen, F. L. Since Yesterday: The Nineteen-Thirties in America.

American Heritage. The Golden Book of America: Stories from Our Country's Past. Golden, 1957.

American Heritage. The Great West. American Heritage.

American Heritage. Naval Battles and Heroes. American Heritage, 1960.

American Heritage. The Presidency. American Heritage, 1964.

Antin, Mary. The Promised Land. Houghton.

Bielawski, Joseph G. My Country U.S.A. Golden, 1967.

Blivens, Bruce. The Story of D-Day. Random House.

Bontemps, Arna. Story of the Negro. Knopf, 1958.

Brady, Matthew. Historian With a Camera. Crown.

Brown, Harriett M. America Is My Country. Houghton, 1955.

Buck, Pearl. The Good Earth.

Carpenter, Allan. Enchantment of America State Books. Childrens Press. (This series includes volumes on approximately forty-five states.)

Cavanna, Frances. Meet the Presidents. Macrae, 1965.

Clemens, Samuel. The Adventures of Huckleberry Finn. Harper.

Clemens, Samuel. The Adventures of Tom Sawyer. Harper.

Clemens, Samuel. Twenty Years at Hull House.

Coln, Rena D. American History in Art. 1966.

Considine, Bob and Lawson, Ted. Thirty Seconds Over Tokyo. Random House.

Crane, Stephen. The Red Badge of Courage. Watts.

Cronyn, George W. A Primer on Communism. Dutton.

Dalgiesh. Alice Ride on the Wind. Scribner.

Davidson, Marshall. Life in America. 1951.

Deutsch, Babette. Walt Whitman: Builder for America. Messner.

Durant, John. Pictorial History of American Presidents. Barnes, 1965.

Everyman's United Nations. United Nations Office of Public Information.

Faulkner, Harold, and Herbert C. Posenthal. Visual History of the United States, 2nd Edition, 1961.

Friedel, Frank. The Splendid Little War. Little, Brown.

Gait, Tom. How the United Nations Works. Crowell.

Graham, Shirley, and Lipscomb, George D. Dr. George Washington Carver: Scientist.

Harlow, Alvin F. Theodore Roosevelt: Strenuous American.

Hersey, John. Hiroshima. Knapf.

Hoyt, Edwin P. Grover Cleveland. Reilly and Lee.

Hughes, Langston. Famous American Negroes. Dodd, 1954.

Hughes, Langston. Famous Negro Heroes of America. Dodd, 1958.

Information Please Almanac. Simon and Schuster.

Johnson, Gerald W. America Grows Up. Morrow.

Johnson, Gerald W. The Congress. Morrow, 1963.

Johnson, Gerald W. The Presidency. Morrow, 1962.

Johnson, Gerald W. The Supreme Court. Morrow, 1962.

Judson, Clara I. City Neighbor. Scribner.

Judson, Clara I. Soldier Doctor: the Story of William Gorgas. Scribner.

Lawson, Robert. Watchwords of Liberty: a Pageant of American Quotations. Little, 1957.

Link, Arthur S. Woodrow Wilson, A Brief Biography.

McConnell, Jane. Our First Ladies: From Martha Washington to Lady Bird Johnson. Crowell, 1964.

Meadowcroft, Enid La Monte. Land of the Free. Crowell, 1961.

Miers, Earl S. Our Fifty States. Grosset, 1961.

Miers, Earl S. The Rainbow Book of American History. World, 1955.

Mitchell, Margaret. Gone With the Wind. Macmillan, 1939

Morgan, James. Our Presidents. Macmillan, 1958.

Morris, Richard B. Voices from America's Past. Dutton, 1963.

National Geographic Society. Our Country's Presidents. National Geographic, 1966.

Nicholay, Helen. Bridge of Water: the Story of Panama and the Canal.

Nordhoff, Charles and Hall, James Norman. Falcons of France. Little, Brown.

Osoada, Arata. Children of the A-Bomb. Putnam.

Over There: The Story of America's First Great Overseas Crusade. Little, Brown.

Peare, Catherine Owens. The F.D.R. Story. Crowell.

Pictorial Encyclopedia of American History. Childrens' Press.

Purdy, Claire Lee. He Heard America Sing: the Story of Stephen Foster. Messner.

Rachlis, Eugene and Einers, John C. Indians of the Plains. American Heritage Company.

Reynolds, Quentin. The Wright Brothers: Pioneers of American Aviation.

Roosevelt, Eleanor. This I Remember.

Sandburg, Carl. Storm Over the Land: A Profile of the Civil War. Harcourt, 1942.

Schary, Dorè. Sunrise at Campobello.

Scoggin, Margaret C. Battle Stations. Knopf.

Skippen, Katherine B. Miracle in Motion: The Story of America's Industry. Harper.

Skippen, Katherine B. Passage to America. Harper.

Snyder, Louis L. First Book of World War II. Watts.

Stallings, Lawrence. The Great War.

Stearns, Raymond P. (ed.). Pageant of America. U.S. Pubs.

Stevenson, Augusta. Scenes from American History. Houghton.

Stratton, Madeline R. Negroes Who Helped Build America. Ginn, 1965.

Wade, Mary. The Master Builders. Little, Brown.

Wellman, Paul. Indian Wars and Warriors. Houghton.

Wellman, Paul. Race to the Golden Spike. Houghton.

Wood, Laura. Walter Reed: Doctor in Uniform. Messner.

World Almanac and Book of Facts (annual edition). New York World-Telegram and the Sun.

World War II. Life Magazine.

Other supplementary reading lists will be provided by the Board of Education. Library Service Division.

Unit One

Adams, Samuel. *The Pony Express*. Random, 1950.

Allen, Lorenzo. *Fifer for the Union*. Morrow, 1964.

Allen, Merritt. *Blow Bugles Blow*. Longmans, 1956.

Allen, Merritt. *Johnny Reb*. Longmans, 1952.

Altsheler, Joseph. *The Star of Gettysburg*. Appleton, 1915.

American Heritage. *Abraham Lincoln in Peace and War*. American Heritage, 1964.

American Heritage. *American Heritage Picture History of the Civil War*. Doubleday, 1960.

American Heritage. *The Battle of Gettysburg*. American Heritage, 1963.

American Heritage. *The California Gold Rush*. American Heritage, 1961.

American Heritage. *The Golden Book of the Civil War*. Golden, 1961.

American Heritage. *Ironclads of the Civil War*. American Heritage, 1964.

American Heritage. *Steamboats on the Mississippi*. American Heritage, 1962.

American Heritage. *Texas and the War with Mexico*. American Heritage, 1961.

Andrist, Ralph and Hanna, Archibald. *The California Gold Rush*. American Heritage, 1961.

Aulaire, Ingrid. *Abraham Lincoln.* Doubleday, 1957.

Bakeless, John. *The Adventures of Lewis and Clark*. Houghton, 1962.

Blair, Walter. *Tall Tale American: A Legendary History of Our Humorous Heroes*. Coward, 1944.

Bowman, James C. *Mike Fink*. Little, 1957.

Bowman, James C. *Pecos Bill, the Greatest Cowboy of All Time*. Whitman, 1937.

Burchard, Peter. *Jed; the Story of a Yankee Soldier and a Southern Boy*. Coward, 1960.

Burchard, Peter. *North by Night*. Coward, 1962.

Carter, Hodding. *Robert E. Lee and the Road of Honor*. Random, 1955.

Castor, Henry. *The First Book of the War with Mexico*. Watts, 1964.

Catton, Bruce. *This Hallowed Ground; the Story of the Union Side of the Civil War*. Doubleday, 1962.

Coit, Margaret. *The Fight for Union*. Houghton, 1961.

Commager, Henry S. *America's Robert E. Lee.* Houghton, 1951.

Daniels, Jonathan. *Mosby, Gray Ghost of the Confederacy*. Lippincott, 1959.

Daniels, Jonathan. *Robert E. Lee*. Houghton, 1960.

Daniels, Jonathan. *Stonewall Jackson*. Random, 1959.

Daringer, Helen. *Mary Montgomery, Rebel*. Harcourt, 1948.

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Berg, Harry D., Evaluation in Social Studies, Thirty-Fifth Yearbook. National Council for the Social Studies, 1965.

Carpenter, Helen McCracken, editor, Skill Development in Social Studies, Thirty-Third Yearbook. National Council for the Social Studies, 1963.

Casner, Mabel B., and Gabriel, Ralph H., Story of the American Nation. Harcourt, Brace and World, Inc., 1967.

Course of Study, Social Studies, Grade 6. Department of Instruction, Division of Elementary Education, Memphis City Schools, 1965.

Crosby, Muriel, An Adventure in Human Relations. Follett Publishing Company, 1965.

Developing A Core Program in the Junior High School Grades, Curriculum Bulletin, 1957-58 Series, Number 12, Board of Education of the City of New York.

Eleventh Grade Instructional Guide, United States History, Publication Number S C - 557. Division of Instructional Service, Los Angeles City Schools, 1957.

English Program for Junior and Senior High Schools, An, Grades 7-12, Curriculum Guide. Memphis City Schools, 1965.

Fraser, Dorothy McClure, and McCutchen, Samuel P., editors, Social Studies in Transition: Guidelines for Change, Curriculum Series, No. 12. National Council for the Social Studies, 1965.

Gibbony, Hazel L., Enrichment, Classroom Challenge. State Board of Education, Columbus, Ohio, 1965.

Gibson, John S., New Frontiers in the Social Studies. Citation Press, 1967.

Guide for Social Studies, A, Grades Seven, Eight, and Nine, Publication No. 101-G. State Department of Missouri, 1965.

Guideposts to the English Language Arts. Seattle Public Schools, 1962.

Gunn, Mary A., et al., Manual for Teachers, Discovery Through Reading. Ginn and Company, 1963.

Hanna, Lavone A., Potter, Gladys L., Hagaman, Neva, Unit Teaching in the Elementary School. Rinehart and Company, Inc., 1955.

Hanna, Paul R., et al., Geography in the Teaching of Social Studies Concepts and Skills. Houghton Mifflin Company, 1966.

History of the United States, A Resource Guide. Nashville City, Davidson County Schools, August 1962.

Humanities Program for Grades Six and Seven, The Revised Edition. Nederland Independent School District, Nederland, Texas, 1966.

Improvement of Block Time Programs in Michigan Secondary Schools, The, Summary: Phase II, 1959-62, Bulletin No. 432. The Department of Public Instruction, Lansing, Michigan.

Lockland Public Schools Curriculum. Lockland, Ohio.

Michaelis, John U., Social Studies in Elementary Schools, Thirty-Second Yearbook. National Council for the Social Studies, 1962.

Michaelis, John U., Teaching Units in the Social Science: Grades V - VI. Rand McNally and Company, 1966.

Social Studies Curriculum Guide, Vol. 1, Grades 7-12. Memphis City Schools, 1964.

Social Studies for Secondary Schools, Curriculum Bulletin Series. Dallas Independent School District, Dallas, Texas, 1967.

Teacher's Guide for Grade Seven, Basic Education, Language Arts, Social Studies, Bulletin 10B. Dade County Public Schools, Miami, Florida, 1961.

Thursdield, Richard E., editor, The Study and Teaching of American History, Seventeenth Yearbook. National Council for the Social Studies, 1946.

Tiegs, Ernest W., Adams, Fay, Wilson, Donald E., Teaching the Social Studies, A Guide to Better Citizenship. Ginn and Company, 1959.

Tinkelman, Sherman N., Improving the Classroom Test, A Manual of Test Construction Procedures for the Classroom Teacher. University of the State of New York, State Department, Bureau of Examinations and Testing, Albany, New York.

We Teach Handwriting. Seattle Public Schools, 1963.

We Teach Spelling. Seattle Public Schools, 1958.

Wright, Grace S., Block-Time Classes and the Core Program in the Junior High School, Bulletin 1958, No. 6. U. S. Department of Health, Education, and Welfare, United States Government Printing Office.